



UNIVERSIDADE D
COIMBRA



Ana Vieira de Noronha Neves Cabrita

**SOCIAL REPRESENTATIONS OF WORK AMONG SCHOOL WORKERS, AND
HOW SOCIAL JUSTICE AND SOCIAL VALUES RELATES TO THE MEANING
OF WORK**

HOME TUTOR:



FPCEUC FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DE COIMBRA

Joaquim Pires Valentim PhD.

HOST TUTOR:



UNIVERSITAT DE
BARCELONA

Jose Luis Condom Bosch PhD.

WOP-P
MASTER IN WORK,
ORGANIZATIONAL AND PERSONNEL PSYCHOLOGY

Acknowledgements

Esta Tese de Mestrado e este trabalho final não seria possível sem um conjunto de pessoas que me apoiou desde o primeiro dia. Assim, não posso deixar de agradecer a quem merece um agradecimento:

Ao Professor Dr. Joaquim Pires Valentim, meu orientador, por me ter permitido trabalhar um tema que me deu tanto gosto em trabalhar e que me trouxe imensas oportunidades de aprendizagem, bem como pela orientação e disponibilidade ao longo todo deste processo;

Aos meus Pais, que tornaram este Mestrado e esta tese possíveis, e por sempre me terem apoiado e acreditado em mim, independente das circunstâncias. Obrigada mãe, esta tese também é tua;

Às minhas irmãs, Carolina, Maria, Luna e Jade, tenho muita sorte de vos ter comigo, e mal posso esperar para estarmos todas juntas;

À minha família – tios e tias, primos e primas, e sobrinhos – por tornarem tudo mais fácil;

Ao meu namorado, João, por sempre me apoiar nas alturas mais difíceis, e por estar presente em todos os momentos;

Aos meus amigos. Às Gatas de Moz, Mixa, Ana, Maria, Racas, Patrícia, que vieram comigo e que sempre me deram apoio ao longo de todo o meu percurso, académico e não só. À Rafa e à Tânia, que começaram e continuam este percurso académico comigo;

Às minhas WOPPIES – Rita, Marta, Cami, Capito, Maria, Fede, Anna, Mariana, Inés. Sem dúvida, que não teria sido a mesma coisa sem vocês, obrigada pelos 2 anos lindos! Obrigada Rita, por me aturares todos os dias há 1 ano e meio;

A Lisboa e a Maputo, por serem a minha casa;

A Coimbra e Barcelona, por se terem tornado uma;

À Escola Portuguesa de Moçambique, que foi a minha casa durante 9 anos, e que me abriu as portas, permitindo que este estudo fosse possível.

Index

Abstract	5
Introduction	6
1. Literature review	7
1.1. Social Representations of Work	7
1.3. Social justice	11
1.3.1. Distributive justice	12
1.3.2. Procedural justice	13
1.4. Social Values	13
2. Aim of the research	15
<i>First study</i>	15
<i>Second study</i>	16
3. Method	17
3.1. Sample and Design	17
<i>General Sample and Design</i>	17
<i>First study</i>	17
<i>Second study</i>	18
3.2. Measures	18
<i>First study</i>	18
<i>Second study</i>	19
3.3. Procedure	20
<i>General procedure</i>	20
<i>First study</i>	21
<i>Second study</i>	21
4. Data analysis	21
<i>First study</i>	21
<i>Second study</i>	22
5. Results	23
<i>First study</i>	23
Figure 1	24
Figure 2	25
Table 1	26
Table 2	27
<i>Second study</i>	28
Table 3	28
Table 4	29
6. Discussion	30

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

	<i>First study</i>	30
	<i>Second study</i>	32
	Limitations	33
	Theoretical and practical implications.....	33
7.	References.....	35
8.	Appendixes	46
	Appendix A.....	46
	Table 5. <i>Socio-demographic data sample: frequencies and percentage of social-demographic characteristics of the participants (N = 194)</i>	46
	Appendix B. Debriefing given at the end of the questionnaire.....	48
	Appendix C. Version 1 of the questionnaire used with Operational Assistants and Technical Assistants.	49
	Appendix D. Version 2 of the questionnaire used with Teachers and Superior Technicians.	52
	Appendix E.	58
	Table 6. <i>Similarity categorization of words and expressions</i>	58
	Appendix F.....	62
	Table 7. <i>Categorization of words in personal, contractual and social aspects, based on similarity of words</i>	62
	Appendix G.....	65
	Figure 3. <i>Similitude analysis of the words</i>	65
	Appendix H.....	66
	Table 8. <i>Comparative bar chart of frequencies between studies, with the means of the activities, classified in a Likert scale from 1 (very bad example of work) to 7 (very good work example)</i>	66

Abstract

The current changes affecting labor market have impacted Social Representations of Work (SRW) and the Meaning of Work (MOW). The analysis of these constructs in different social contexts may provide some clues on the underpinning dynamics of those adjustments. This is particularly true for the African work context, in which these matters are yet to be explored ($N = 194$). This research contains two studies. In the first one, we performed a free association task to explore the SRW among the school workers, and analyzed its relationship with social-demographic variables, conducting a Descending Hierarchical Classification. In the second study, considering only the group of teachers of the school, we tested the influence of procedural justice, distributive justice, self-transcendence values and conservation values on the dimensions of MOW, through multiple regression analysis. With the first study, we found some patterns and differences on the responses, relatively to some demographic aspects (e.g., salary). Considering the second one, we found that the more positive perception of distributive justice, the more positive perception of the dimensions of MOW, and the more participants described their values as associated to self-transcendence values, the more positive perception of the dimensions of MOW. Our research corroborates some of the conclusions from previous studies that the vision of work has been changing.

Key words: social representations of work; meaning of work; social justice; social values.

Introduction

From the 90s onwards, labor conditions and economy have suffered large-scale changes. Innovation, along with the development of new technologies, the predominance of outsourcing market, the easiness of transactions, the diversity of workers within the industry (namely, due to the entry of women into the labor market, and the increasing migrant phenomenon), economic crises, are some relevant aspects that have been reflecting on work (Antunes & Alves, 2004; European Commission, 2012; ILO, 2017).

Based on a declaration from the World Economic Forum (2016), the economic trends all over the world can lead to more than 5.1 million of lost jobs and disruptive changes in the market to 2015 until 2020, and almost 7.1 million of jobs can become rotative and administrative. According to this document, the impact of technological, demographic and socioeconomic adjustments in business models will reflect on employment's transformations and on skills requirements, creating new challenges to individuals.

Thereafter, it led to some modifications in the role of work. Even some authors mention work's metamorphosis, disappearance of the labor's values, or the end of work (Rifkin, 1996). The transformation of the employment system has led to debates about the viability of this new forms of work, and the legitimacy of it is called into question (Negura, 2005).

But, what do employees think about their daily work? With all the work's changes, it's important to understand what people perceive to be work. Despite the traditional vision of work as physical and paid, the concept has shifted to a more idealistic perception of it (Negura, 2005). Besides that, the flood of new issues (e.g., the increasing demand for a higher schooling), has an influence on the way the individuals perceive work (Fernandes, Gonçalves, & Oliveira, 2012).

In interviews conducted by World Economic Forum (2016), was asked directly to the participants about new and emergent categories of work and functions, and the most mentioned functions were related to administrative tasks, on one hand, and jobs associated with sales and trade management, on the other hand.

There is a shortage of information about this subject in Social, Organizational, Work and Personnel Psychology, mainly in what concerns to the variables that may be associated with the new vision of work. Furthermore, the literature focusses almost

exclusively on European western countries, leaving aside the shift in other countries and cultures. Taking this into account, our research, has as a twofold goal: first, with the development of our first study, it intends to give the first steps in researching SRW in a Mozambican context through the analysis of how certain social-demographic variables relate to different SRW, in line with the work of Salmaso and Pombeni (1986). Secondly, our second study is aimed at exploring the relation between specific social justice and social values and the dimensions found for the meaning of work.

1. Literature review

1.1. Social Representations of Work

To understand the Social Representations of Work (SRW), is essential to provide a brief overview of Social Representations Theory (SRT), developed by Serge Moscovici (1961). The specific character of the SRT highlights because of the dual character described by Moscovici, where we can see two cognitive systems working together: one that operates in terms of associations, and other one which control, verifies and selects information. The author proposed that social representations are produced collectively in social interactions, which are formed in each culture and space, to transform what we do not know into something familiar, to understand reality, a collective elaboration of a social object, for the purpose of how to behave and communicate (Moscovici, 1963, p.125). In this sense, SRT is consider a social psychological framework of concepts with the objective to study psychosocial phenomena in modern societies (Wagner et al., 1999).

Along with the SRT, some authors had the interest to study the SRW, which can be described as the way people live the work and how they can judge it and give it some meaning (Baggio & Sutter, 2015). For example, for some individuals, values and status can be important determinants in their SRW (Marquez, Friemel & Rouquette, 2005). The nature of Social Representation elements also assumes different aspects. Some aspects are descriptive, some assume an evaluative dimension (if some characteristics of work are considered as being good or bad), and, finally, others are connected with the cognitive nature of the work relation, as suggestions of action (for example, a farmer can judge their work based on planting land) (Baggio & Sutter, 2015).

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Taking this into consideration, when we approach the concept of work we must contemplate some variables, as salary, satisfaction, profession, status, the evolution of the concept, the personal identification with work, the value of work and commitment (Baggio & Sutter, 2015; Flament & Rouquette, 2003, p. 127).

The first studies about this subject were developed around 80's, essentially in a European context. A previous study (Salmaso & Pombeni, 1986) led to the conclusions that the prototype image of work was manual and paid work, and intellectual and artistic work were not, in general, considered good examples of work. Another study carried out at the same time (Bérud, Clémence, & Meyer, 1985) revealed that remuneration is an important dimension in SRW, with work represented as "a way to earn a living".

But salary and payment are not the only factors that should be considered when we talk about representations of work. The study previously mentioned by Salmaso and Pombeni (1986), reported that individuals associate "work" with some expressions, such as "accomplishes me", and "occupies a lot of time", where the idea of personal fulfillment takes place.

Another study shows that SRW have two sides: the money and the family economy, as well as the pleasure and the human aspects of the work, such as knowledge, atmosphere, and others, which gain importance for individuals, comparing to the remuneration factor (Grize, Vergès, & Salem, 1987). On this regard, Flament (1994) concluded that there were two main dimensions representing work: pleasure and remuneration, although the remuneration was considered a necessary factor, and the pleasure only a desirable one.

Also, the transformations occurring nowadays in the context of work, bring new important questions to the study of SRW. If research performed around the 1980's showed these representations, this vision has been changing and an evolution can be seen towards a more idealistic representation of work (Flament, 1996).

Although both remuneration and pleasure are important dimensions of SRW, there are also other variables that we need to take into consideration. Social groups, for example, are one of the most important determinants of the perceptions of work. Clémence (1998) showed that manual workers payed more attention to contractual aspects and an inherent obligation, and intellectual workers payed more attention to personal aspects, such as personal fulfillment. Other study developed by Mamontoff (2008) showed that gypsy women payed attention to more specific characteristics of work

than gypsy man, and this group seemed to valorize more traditional and family-related aspects than work.

Social-demographic variables, such as age, generation, nationality, and contextual variables (Flament, 1996; Negura, 2005; Roussiau & Le Blanc, 2001), can also be considered anchoring variables in the study of SRW. Negura (2005), showed that there are some differences, regarding SRW, in different countries, e.g., individuals from ex socialist countries valued more material aspects of work, whereas individuals from Western Europe valued more human aspects of work. Other authors highlight the importance of generation as a predictor of differences in SRW. Flament (1996) concluded that young people valorize more contractual aspects, and older people valorize more the utility of the work and its meaning for society. Other study developed by Roussiau and Le Blanc (2001) was concerned with the SRW among final year grammar school students who belong to different courses, and the results showed that for high school seniors doing general subjects, the representation of work was linked to school and refers to a distant future; seniors doing technological subjects situate work in a near future with a more negative connotation (unemployment); seniors doing vocational subjects associate the terms employment and independence with their representation.

These different examples show the interest in researchers to study “work” as an object of Social Representations, among various groups and according to practices.

1.2. Meaning of Work

The Meaning of Work (MOW) has grown in distinct aspect, over the recent years. Today we can talk about “seeking, finding or losing meaning in work” (Overell, 2009, p. 2). According to the literature, there are three broad approaches of MOW. The first one is the interpretation, or sense-making, that refers to the faculty of judging and knowing. In this approach, the MOW is related to the values that are placed on work by the people who does it. The second one concerns to direction, purpose and significance. And the last one is the “fit” between the individual and the work, in other words, is the connection between our perception of environment and our emotions (Arnoux-Nicolas, Sovet, Lhotellier, & Bernaud, 2016; Overell, 2009; Tolfo & Piccinini, 2007).

Although the research about this subject is still recent, there are some studies with substantial importance. Hackman and Oldhman (1975) performed the first studies of

MOW, and the authors gave importance to some main characteristics associated to the concept: skills variety, task identity, task significance, autonomy, and feedback from the job.

In the 1930s, sociological research has revealed that unemployment, for example, has very strong psychological consequences, and even people that have enough to live, do not get satisfied by leisure activities if they do not have a job or if they cannot work (Overell, 2009). This follows the idea that having a job provides a sense of reality, which cannot be reached through another activity (Jahoda, 1982). However, when people talk about MOW, they do not phrase only the value of having a job, or be payed (Overell, 2009).

Payment has played a key role in the MOW, but when participants in the study of Morse and Weiss (2000), were asked if they would still work if they have enough money, 80% of them said yes. This information was corroborated in a more recent study, where participants agreed that work was a “mean-to-an-end”, but also a “source of personal fulfilment” and “stimulating and/or challenging” (The Work Foundation, 2006, cit. in Overell, 2009).

Empirical studies have showed some relations between MOW and other psychological variables. Ros, Schwartz and Surkiss (1999) showed that MOW is related to social stability, personal relations, personal interests, autonomy and excitement.

Other dimensions seem to be also important. Borges (1997) revealed that MOW was related to work values, including social demands, organizational justice, mental load, personal fulfillment and personal and familiar survival. Also, a research developed by Moris (2001) concludes that are five reasons to give work some meaning: to carry out and update their competencies; for acquire security and to be autonomous; to relate to the others and be linked to groups; to contribute to the society; and to have a meaning in life. After this study, Moris and Aranha (2008) realized that the meaning of work was correlated with social purpose, moral correctness, autonomy, affective commitment, and with mental health. Lee, Shin, Park, Kim and Cho (2017) also defended, in their study, that the meaning of work was positively correlated with engagement.

In addition to these studies, the Meaning of Work International Research Team (MOW-IRT) has had an undeniable role in studies relating MOW with other variables. A study with 15 000 workers of eight different countries found that the economic reasons

were pre-eminent for the participants, but also other reasons such as interest, friendship, identity, were very important (MOW-ITR, 1987).

Based on this research, Arnoux-Nicolas et al. (2016) also developed a scale with French participants and found four dimensions associated to the MOW: importance of work; understanding of work; direction of work; and purpose of work.

In conclusion, the impact of organizational changes on MOW must provide relevant information for new researches and new human resources practices (Steger, Dik, & Duffy, 2012). According to Bernaud (2013), the study and research of the meaning of work have emerged as central for a career construction, and therefore should be considered in career counseling practices.

1.3.Social justice

Considering the different approaches to the concept, we need to notice that social justice includes some principals that should be taken into account, such as: 1) social benefits can be disposable according to some allocation principles; 2) procedures, norms and rules lead to political forms of decision-making and other forms of decision-making, based on the basic rights; 3) human beings must be treated with dignity and respect by the authorities and other social actors (Elster, 1992; Miller, 1999).

Nowadays, the study of justice in the context of work is distinguished from this earlier definition, in a sense that the study of justice does not focusses only on the objective justice, but also on a subjective level. In other words, it is important to understand how individuals perceive justice (Marques, 2010).

When we approach the subject of social justice, we often think of the global concept, without study the potential dimensions of it. However, to understand the processes of justice perceptions, it is required to consider three dimensions: distributive justice (focus on the content, on the results obtained), procedural justice (focus on the processes), and interactional justice (that reflects the quality of interactions with decision makers) (Cunha, Rego, Cunha, & Cabral-Cardoso, 2007). In our study, we have chosen to only approach distributive and procedural justice, since many aspects of interactional justice can be included in procedural justice. Even some concepts, as "voice" and representation, are included in procedural aspects (Sousa & Vala, 1999, p. 43). Colquitt and colleagues (2013), in their literature review, pointed out some effects of both procedural

and distributive justice in organizational indicators. The authors suggest that a more positive perception of these dimensions lead to more organizational citizen behaviors, more task performance and more positive perception of the quality of exchanges (trust, perceived organizational support, commitment, leader-member exchange). On the other hand, a more negative perception of these dimensions leads to more counterproductive work behavior.

1.3.1. Distributive justice

There are two great theories that stand out on the study of distributive justice (DJ): 1) Relative Deprivation Theory (Stouffer, Suchman, DeVinney, Star, & Williams, 1949), which defends that people at workplaces where promotions are not usual, may experience greater satisfaction than others who perform functions in workplaces where promotions are common; and 2) the more prominent Theory of Equity (Adams, 1965), which defends the idea of the perceived ratio between the results obtained by individuals, and the inputs which they contribute, by comparing them with the ratio of other individuals (e.g., colleagues of work), leads to a more positive or a more negative perception of justice.

Studies lead to the conclusion that Equity is in fact relevant (e.g., Adams, 1965; Greenberg & Cohen, 2014; Hay, 1995; Leventhal, 1980; Tajfel, 1982), but a distributive justice analysis which only approaches equity may have its limitations. In fact, there are other principles of distribution, namely: the rule of equality, which presumes that everyone should receive the same without distinction; and the rule of necessity, where individuals should receive according the need of individuals or groups (Valentim & Helkama, 2011).

The empirical researches address the topic of DJ in organizations, and its shows to be effective and have benefits for workers. Some studies (Bloom, 1999; Cunha et al., 2007), indicate that inequity situations in remuneration may lead to decreasing citizenship behaviors, and can lead to feelings of dissatisfaction, deficient performance, turnover, more absenteeism, and more conflicts. In the other hand, if there are positive perception of DJ in organizations, it leads to more effectiveness and better performance within the group, for example (Whitman, Caleo, Horner, & Bernerth, 2012).

1.3.2. Procedural justice

Some studies (e.g., Deutsch, 1975; Leventhal, 1976; Thibaut & Walker, 1975), had relevant contributions to the study of this concept, based on the idea that individuals value the procedures used in organizations (Cunha et al., 2007).

It is important to consider the structural elements of procedural justice (PJ). Thibaut and Walker (1975), define this dimension of justice by incorporating two types of inputs: 1) process control (or "voice"), which is the opportunity given to people to express themselves and 2) control of the decisions, which is the possibility to set the results.

Leventhal (1980) extended some rules to the organizational field. In general, these rules argue that procedures should be consistent between people and over time, personal interests shouldn't be allowed, the procedures may be based on reliable information, there should be opportunities to change decisions already made, make decisions that reflect the concerns, values and visions of all parties involved, and procedures must be ethical and moral.

Some studies referring PJ, presented a correlation between this variable and some psychologic organizational variables. For example, the more the perception of PJ, the more individuals feel committed and trust in their organization (Cohen-Charash & Spector, 2001).

1.4. Social Values

Schwartz (2003, p. 261) define values as "*abstract motivations that guide, justify or explain attitudes, norms, opinions and actions*".

According to this author we can summarize main characteristics of the conception of basic values, such as: 1) values are beliefs; 2) it refers to desirable goals; 3) transcend specific actions and situations; 4) serve as standards or criteria; 5) values are ordered by importance relative to one another, and 6) the relative importance of the set of relevant values guides our actions. Also, the author argues that the crucial aspect that distinguishes the importance of values is the type of motivational goals that people express.

In this sense, there ten motivational types of values were defined, in terms of their goals: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity and security. The total values structure is organized

into two opposite sets of higher-order values, with bipolar dimension: 1) *Openness to change vs. Conservation*, which opposes values that emphasize independent thoughts and actions in favor of change (including self-direction and stimulation) to values that emphasize more self-restriction, traditional practices and stability (including security, conformity, and tradition); 2) *Self-transcendence vs. Self-enhancement*, which opposes values that emphasize acceptance of other as equals (universalism and benevolence) and values emphasizing the pursuit of success and dominance over others (power and achievement). In other hand, hedonism can be integrated in both *Openness to change* and *Self-enhancement* (Schwartz & Boehnke, 2004).

Ultimately, we can deduce that Schwartz defines values as trans-situational goals, or a motivational continuum, that we use as guidelines in life, as a person or a group (Cieciuch, Schwartz, & Vecchione, 2013). The author created an instrument to measure these values, and in a posterior study (Schwartz & Boehnke, 2004), through a confirmatory analysis, the authors got to the conclusion that, in a sample from 27 countries, the discrimination of items into 10 distinct values, each defined by its motivational content, is supported.

Although, there are still few researches that relate social values to work outcomes. Based on Schwartz's Human Values Theory, Chernyak-Hai and Tziner (2016) developed a study where they intended to understand family-work balance, examining personal values and work engagement as predictor variables. The results indicated that organizational climate mediated the relations between values of hedonism, self-direction, power, and achievement and work-family conflict. Also based on this theory, Oliveira and Souza (2014) conducted a study to see how personal and organizational values influenced workers' trust in organization. The authors concluded that people values had an influence on organizational trust. Schwartz (2012) also defends that some values are related to work, for example, obedience and honesty values may be relevant in the workplace. Finally, Lichtenstein, Lichtenstein and Higgs (2017) defended in their study that personal values can strongly influence decision-making processes.

2. Aim of the research

Taking into account the topics discussed on literature review, we propose, with this research, to achieve the following specific objectives, through two different studies: 1) in the first study, to analyze the social representations of work in workers of a Portuguese school in Mozambique; to explore the role of social-demographic variables; to propose some specific hypotheses based on theoretical proposition; to compare our results with the results of previous research; 2) in the second study, to explore the role of social values dimensions and social justice dimensions, as predictors of the MOW dimensions.

First study

As we can see in previous studies addressing SRW (e.g., Bérud, Clémence, & Meyer, 1985; Clémence, 1998; Flament, 1996), some variables, such as remuneration, age, belonging to a social group, and social-demographic context, are associated with different SRW.

Therefore, in our first study of the research we intend to analyze participants SRW, and check the association with specific sociodemographic variables – salary, age, gender, nationality, professional category, and education level – on SRW. Therefore, we intend to answer the following question: What are the social representations of work, in workers of a Portuguese school in Mozambique? Can we find differences and patterns in SRW, according to salary, age, gender nationality, professional category, and education level, in school workers of a Portuguese school in Mozambique?

In order to answer these questions, a content analysis of these variables will be performed, using methods described below in the research.

In addition to these analyzes, and based on previous studies, that present the relationship between different academic background and SRW (Roussian & Le Blanc), between generations and SRW (Flamence, 1996), and the vision of remuneration as a necessity factor in SRW (Flament, 1994), we have proposed the following hypotheses for analysis:

H1: Teachers describe intellectual activities as more representative of work, than manual activities.

H2: Younger participants define work as more related to contractual characteristics, than older participants;

H3: Participants with lower salaries define work as more related to contractual aspects than participants with better salaries.

Finally, we intend to compare the responses of our study, with the responses obtained by Salmaso and Pombeni (1986), asking the participants to score, in a *likert scale*, some activities as good or bad examples of work.

Second study

Regarding the second study, as mentioned above, some variables such as salary, task characteristics, personal relationships, and others, influence the Meaning of Work (e.g., Hackman & Oldhman, 1975; Lichtensten, Lichtenstein, & Higgs, 2017; MOW-ITR, 1987; Oliveira & Souza, 2014). However, there is no focus on the literature regarding the influence of social justice and social values on MOW. Hence, our study intends to understand this predictive relationship between the variables.

Using a Portuguese version of the Meaning of Work Inventory *IST* (Arnoux-Nicolas et al., 2017), we propose the following question: Can social justice and social values predict the responses of the Meaning of Work dimensions, given by the teachers of a Portuguese school in Mozambique?

Based on Borges' study (1997), referring to the concept of MOW (MOW-ITR, 1987), the author emphasized the fact that people assign importance to work justice, when they are asked how work should be for them to consider it "good work". In that sense, in this part of the study we propose the following hypotheses:

H4: A more positive perception of procedural justice in their workplace, leads to a more positive perception of the meaning of work's dimensions.

H5: A more positive perception of distributive justice in their workplace, leads to a more positive perception of the meaning of work's dimensions.

Regarding Social Values, Ros, Schwarz and Surkiss (1999), with a Spanish sample of teachers, reached out to the conclusion that occupational experience as teachers is correlated to the meaning of work, and the social higher-order values types are positively correlated to some dimensions of MOW, such as the importance of work. The higher-order value more positively correlated was self-transcendence, and the more negatively correlated were conservative values. Thus, we intend to study if different social values relate to different meanings of work. We then propose the following hypotheses:

H6: The more teachers endorse values associated with self-transcendence, the better the perception of the meaning of work's dimensions.

H7: The more teachers endorse values associated with conservatism, the worst the perception of the meaning of work's dimensions.

3. Method

3.1. Sample and Design

General Sample and Design

Data was collected from 194 school workers of a Portuguese school in Mozambique (see in Appendix A, Table 5). This school is one of the only schools with the same curriculum as Portugal schools, and the students have the same program as schools in Portugal. It has a public-private character, since it is mostly funded by the Portuguese State, but partially financed by the students' parents. It has around 1200 students, and with 120 teachers in total.

The data was collected through a convenience sampling, due to the facility of access to participants. It was a voluntary and informed participation, and confidentiality and anonymity were kept along the entire process. Before start responding to the questionnaire, participants had to sign the informed consent, to guarantee the voluntary participation. At the end of the study, the respective debriefing was given to participants, explaining the main purpose and the importance of the participants for our study (see in Appendix B). 8 participants were excluded from the analysis due to incomplete responses.

First study

Responses included 110 Teachers, 7 Superior technicians, 20 Technical Assistants, and 57 Operational Assistants. Superior Technician included financial advisors, psychologists, accountants, and others. Technical assistants are mainly administrative staff (90%), and within operational assistants we had gardeners, drivers, auxiliaries of education, nurses, and others. The participants ranged in age between 23

and 76 years old, and 42.8% were male and 57.2% female. The majority of participants were from Mozambique and Portugal, although others had different nationalities, such as Angolan, Bulgarian, French, Venezuelan, Spanish and Zimbabwean. The majority of participants completed the bachelor's degree (38%) and only 2 participants completed a PhD. Regarding the salaries of Teachers and Superior Technicians, the majority received salaries between 1551 and 1750 euros (20.1%) and between 1751 and 2000 euros (19.1%). Referring now to Technical assistants and operational assistants' salaries, the larger part receives a maximum of 250 euros (20%). The salary for workers in the intermediate hierarchical level, corresponds to 800 euros.

Second study

Our second study included only the group of Teachers and Superior Technicians (N = 117), due to their similarity in terms of professional status, remuneration and qualifications.

3.2. Measures

First study

To evaluate the SRW, based on the studies of Salmaso and Pombeni (1986), we used a free association task, where participants had to say five words or short sentences that come to mind spontaneously when they think about work. Then we asked participants to classify it in a Likert's scale ranging from 1 (*very negative*) to 5 (*very positive*). From an empirical perspective, using this type of questions with classification allows us to collect subjective and more subtle evaluations in a more effective way than a traditional questionnaire or an attitude scale (Abric, 2003; Vergès, 2001). Also based on the list of Salmaso and Pombeni (1986), adapted to professions in Mozambique (MLGTS Legal Circle, 2018), we elaborated our own list with some professions (e.g., teacher, cook, architect, artist) and some activities (e.g., take a walk, cooking for friends, being a father/mother...), where individuals had to classify it, in a scale from 1 (*very bad example of work*), to 7 (*very good example of work*) (see in Appendix C and D). Some sociodemographic data were asked to the participants, in the end of the questionnaire, regarding age, sex, nationality, profession, education, salary, qualifications,

years of practice, years of service at school, in both questionnaires used (see in Appendix C and D).

Second study

To measure the Meaning of Work, we used the MOW Inventory, *Inventaire du Sens du Travail-IST* (Arnoux-Nicolas et al., 2017), with a high reliability (Cronbach's $\alpha = .93$). The inventory was composed by 4 dimensions, *Importance of Work* (IW), with items like “I find my job rewarding from a person point of view”, “My work brings very little to my life”; *Direction of Work* (DW), and some items are “My work has a clear and specific direction”, “My job doesn’t help me have clear life prospects”; *Propose of Work* (PW), and some examples are “I frequently don’t understand the purpose of my work”, “I don’t understand what effect my work has on the world or society”; and, finally, *Understanding of Work* (UK), with items such as “I know what the goals of my work are”, “I don’t clearly see the meaning of my current work”. These items are rated on a Likert scale from 1 (*strongly disagree*) to 7 (*strongly agree*) (see in Appendix D). The inventory was translated into Portuguese and a back translation was performed, which was very similar to the original one.

For social values, we used the Portuguese version of the *Portrait Values Questionnaire* (PVQ; Helkama et al., 2018), used by the European Social Survey, and originally created in Schwartz (2003). This Questionnaire is composed by 21 items, belonging to 10 dimensions: *Benevolence* (“It's very important to him to help the people around him. He wants to care for other people.”); *Universalism* (“He thinks it is important that every person in the world be treated equally. He wants justice for everybody, even for people he doesn’t know.”); *Self-direction* (“It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.”); *Stimulation* (“He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life.”); *Hedonism* (“He seeks every chance he can to have fun. It is important to him to do things that give him pleasure”); *Achievement* (“Being very successful is important to him. He likes to impress other people.”); *Power* (“It is important to him to be rich. He wants to have a lot of money and expensive things.”); *Security* (“It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.”); *Conformity* (“It is important to him

always to behave properly. He wants to avoid doing anything people would say is wrong.”); and, finally, *Tradition* (“Religious belief is important to him. He tries hard to do what his religion requires.”). For PVQ, test-retest was performed and reliability was considered moderate to high, with the least Cronbach’s alpha at .66. We ask the participants to classify the level to which the descriptions presented describe a person similar to them, on a Likert scale of 1 (Nothing like me) to 6 (Very like me) (see in Appendix D).

To measure distributive justice, we used the *Distributive Justice Index* developed by Price and Mueller (1986), adapted to Portuguese by Marques (2010), and some of the items were “In this school, I am fairly rewarded according my responsibilities”, “In this school, I am fairly rewarded according my experience” (see in Appendix D).

Finally, the measure we used to procedural justice was from the Moorman *Procedural Justice Questionnaire* (2001), adapted to Portuguese by Marques (2010). Some items were for example “In this school, some procedures allow us to get rigorous information to make decisions”, “In this school, some procedures are made to create references to make conscient decisions” (see in Appendix D).

3.3.Procedure

General procedure

The data was collected using a questionnaire, on paper (see in Appendix C and D). Before the participants responded to the questionnaires, they were informed about the anonymous and voluntary character of the study.

For both studies, we used two version of the questionnaire. The 1st version only contained questions about SRW and socio-demographic questions, and the 2nd version not only contained questions about SRW and socio-demographic questions, but also included the Portuguese version of *Inventaire du Sens du Travail-IST*, the Portuguese version of *Portrait Values Questionnaire* (Helkama et al., 2018), he Portuguese version of *Distributive Justice Index* (Marques, 2010), and Portuguese version of *Procedural Justice Questionnaire* (Marques, 2010) (see Appendix C and D).

The questionnaires were distributed by the coordinators of each department of a Portuguese School of Mozambique, who were also responsible to collect and to send it.

First study

Both 1st and 2nd versions of the questionnaire were applied to the universe of participants ($N=194$), where 1st version was given to Technical Assistants (administrative staff) and Operational Technicians (that included technical staff, educational assistants, cleaners and so on), Teachers and Superior Technicians

Second study

This study only included the responses of the 2nd version of the questionnaire, that was given to Teachers and Superior Technicians ($N = 117$).

4. Data analysis

General data analysis

Our research is a non-experimental research, based on quantitative data analysis. For all the analysis, a probability of .05 for the Type I error of was considered. Related to the sample, outliers were analyzed through normality plots, and since kurtosis were distributed between 3 and -3, our data presented normal distribution (DeCarlo, 1997; Fidell, Tabachnick, Mestre, & Fidell, 2013).

First study

In this first study, the analysis of the free association questions regarding SRW was performed through the software Iramuteq 0.7 alpha 2 (Camargo & Justo, 2013), anchored in the software R and in the language Python. We accomplished the analysis to a matrix performed in the OpenOffice software.

We performed quantitative data analysis of the questions related to the free association of words related to work, comparing the different outcomes from social-demographic characteristics (age categories, gender, salary categories, nationality categories, profession categories and qualifications).

Based on Rosenberg and Jones (1972) we grouped similar words into one to facilitate the analysis (see Appendix E, Table 6). For this analysis we used Sample Frequencies, Multiple Frequencies, Similarity Analysis, Prototypic analysis, and Reinert Method (Camargo & Justo, 2013 b). The χ^2 used to distinguish different patterns on word evocations were significant for all the groups presented above (age categories, gender,

salary categories, nationality categories, profession categories and qualifications) ($p < .05$).

A brief comparison was also developed, using descriptive results, and considering the ranking of activities. Our frequencies were then compared to Salmaso and Pombeni's results.

Regarding the hypotheses, statistical program SPSS 22.0 (IMB Corp, 2013) was used. Related to the analysis of the Hypotheses 1 we performed a Paired-Sample T-test, comparing the responses of intellectual activities and manual activities in the group of teachers. The assumption of equality of samples is fulfilled. For the Hypotheses 2 and 3, we first had to organize the different evocations of the free association task in three categories: personal aspects, work and contractual aspects and social aspects (see Appendix F, Table 7). After this process, we used an Independent Sample T-test, and Levene's test for these three hypotheses showed an equal variance in the groups ($p > .05$).

Second study

The remaining questions in the questionnaire related to second study, were carried out with the statistical program SPSS 22.0 (IMB Corp, 2013).

We present Person's correlations between the predictor variables (procedural justice, distributive justice, self-transcendence values, and conservation values) and the dependent ones (MOW dimensions) and its significance level found from eta squared (η^2). Two Multiple Regressions were performed, for each dimension of MOW scale, to respond to the last four hypotheses (H4, H5, H6 and H7). The independence of the errors was verified in each regression ($p < .001$). To check the adequacy of the models, we use F test (ANOVA), and both models can be applied to perform statistical inference, in dimension PW ($t_{(117)} = 9.167$; $p < .001$) and in dimension NW ($t_{(117)} = 7.073$; $p < .001$), respectively.

5. Results

First study

Though the frequencies analysis of Free Association Task we were able to find some patterns in our sample. The words most often enunciated by the participants were “responsibility” ($n = 65.7\%$ of responses), “commitment” [Empenho] ($n = 59.6\%$ of responses), “remuneration” ($n = 53.6\%$ of responses), “subsistence” ($n = 35.4\%$ of responses), “schedule” ($n = 31.3\%$ of responses) and “positive emotions” ($n = 30.3\%$ of responses). These frequencies go in line with the results of the similitude analysis of the words (see Appendix G, Figure 3), allowing an interpretation of characteristics related to the words referred above. “Personal Organization”, “Efficiency”, “Dignity”, “Collaboration”, were some of the words and expressions related to main word “Responsibility”. Regarding “Commitment” [Empenho], some words and expressions where behind this main one, such as “Professionalism”, “Personal Achievements”, “Challenges”, and others.

With the Descending Hierarchical Classification (DHC), we found 5 groups or clusters presented below, organized by social-demographic variables (See Figure 1). The most representative group is cluster 1 ($F = 36.7\%$), and the statistically significant representative word were “responsibility”, “schedule”, “efficiency” and “being organized” ($p < .001$). These words were associated with a specific professional category, namely the category of operational assistants ($p = .001$), and Mozambican nationality ($p = .02$). Cluster 2 ($F = 13.3\%$), words as “tiredness”, “commitment” and “personal fulfillment”, were significant ($p < .001$) and were common responses in individual with salaries lower or equal to 800 euros ($p = .01$). Cluster 3 ($F = 15.8\%$), “occupation”, “social responsibility”, and “duties”, were statistically significant and represented mainly the group of individuals with salaries superior to 800 euros ($p = .002$), and postgraduate education ($p = .03$). In clusters 4 ($F = 16.5\%$), participants connect work with words as “need”, “personal relations”, “success”, “love”, and “accomplishment” ($p = .001$). This cluster is also represented by individual with salaries superior to 800 euros ($p = .001$). Finally, cluster 5 ($F = 17.7\%$), the most common words were “life”, “performance”, and “mutual help” ($p < .001$), were significantly related to the group of non-Portuguese and non-Mozambican participants, such as French, Venezuelans, Zimbabweans, and others ($p < .05$).

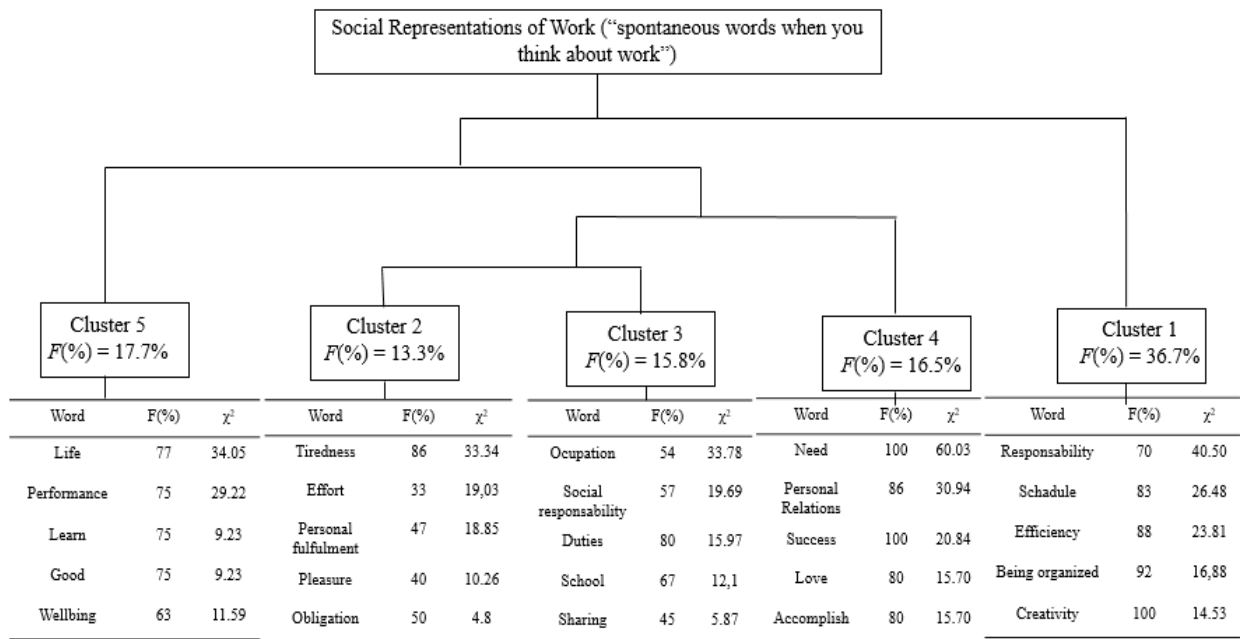


Figure 1. *Descending Hierarchical Classification: clusters organized by words regarding to what is work.*

Considering an additional analysis, two distinct factors were identified, which accounted for 62.55% of total inertia (Factor 1 = 34.0%; Factor 2 = 28.54%), that were presented by a Correspondence Factor Analysis (CFA) graphic (see in Figure 2). According to Deschamps (2003), we can consider that a model fits the factor definition if its contribution is higher than the average contribution of the variables introduced into the analysis.

In our case, Factor 1, receive a major contribution from gender “Female” (5.97%), “Salary” (“salary <= 800” = 13.14%; “Salary >800” = 2%), and nationality “Mozambican” (5.22%) related to some of the important words, such as “Responsibility”, and “Personal relations”. In other hand, Factor 2 receive major contribution from gender “Male” (4.02%), “Nationality” (Portuguese = 6.57; Mozambican = 5.22), and profession category “Technical Assistant” (5.93%), related to 5 of the most important words, such as “Life”, “Performance”, “Mutual help”, “Tiredness”, and “Occupation”.

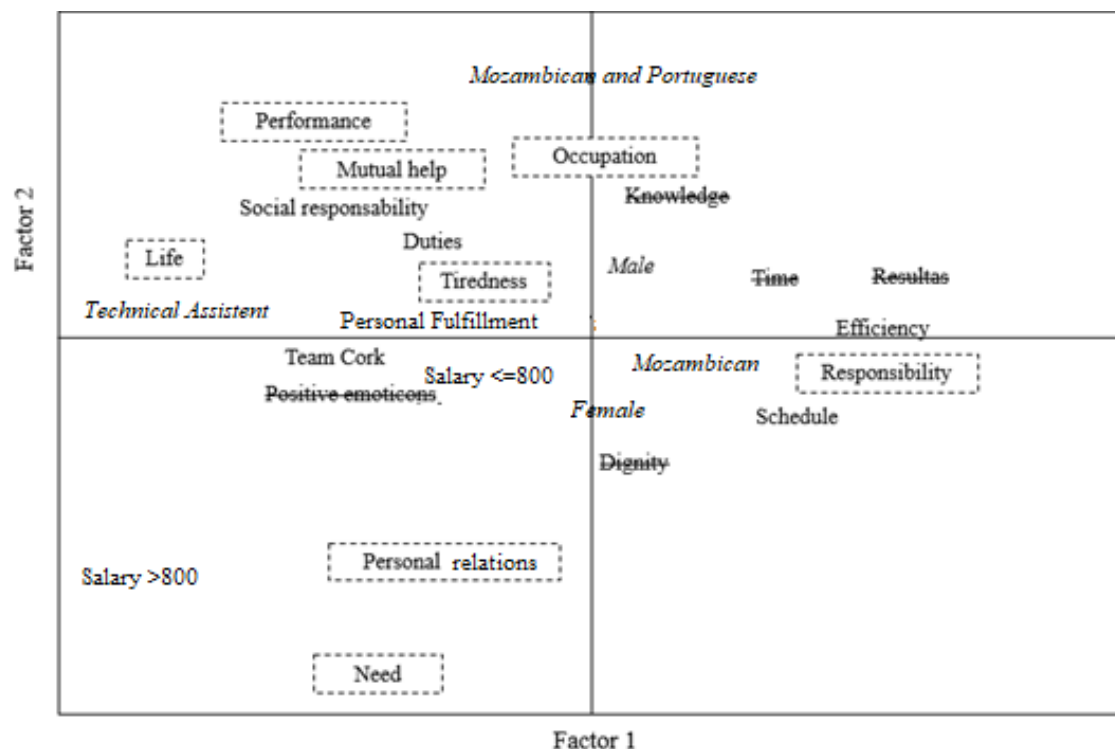


Figure 2. Graphical representation of the results from correspondence factor analysis (Factor 1 and Factor 2).

Instructions to read the graph:

- “Items” which are inside dotted frames represent very important items, in factors 1 and 2;
- “Items” without any box means that are items with some importance, in factors 1 and 2;
- “Items” crossed-out represent the items which are not considered as important, in factor 1 and 2;
- “Items” with italic are the items that represents demographic groups of the sample, in factor 1 and 2.

Regarding the frequencies of scored activities (see Table 1), our results showed that the average responses to each activity do not differ much from each other, and only “Watch tv” had a negative score ($M = 2.88$).

Comparing our results with Salmaso and Pombeni’s, we noticed that, while Salmaso and Pombeni’s participants gave more importance to manual activities (e.g., Factory worker, Miner, Mason, Farmer), and classified with higher scores, participants in this study considered intellectual activities (e.g., Doctor, Teacher, Engineer, Student) as more representative of work (see Appendix H, Table 8). Although, the scores of Farmer ($M = 6.02$), Factory worker ($M = 5.77$) and Mason ($M = 5.76$) were above average in our sample. Other differences were noticed between the studies. Professions as Architect ($M = 6.07$), Journalist ($M = 5.98$), and Artist ($M = 5.57$) was much well rated in our sample. Marchant ($M = 5.52$) and Football Player ($M = 4.59$) were also the most well classified,

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

although they remain on a position below on our list, when compared with to other activities. The least classified activities were Take a walk ($M = 4.13$), Cook for friends ($M = 4.05$), and Watch tv ($M = 2.88$). Football player ($M = 4.59$) and Political ($M = 4.51$), although the results showed positive punctuations, were among the least rated professions on the list, although in the study of Salmaso and Pombeni list (1986), these professions had also least rates. Also, despite the score compared to the other activities, only Take a Walk” was considered as “not work”, considering the likert scale.

Table 1. *Scored responses of different activities, in the two studies*

List of activities (Salmaso & Pombeni, 1986)		List of activities in current study	
Activities	<i>M</i>	Activities	<i>M</i>
Factory worker	6.62	Doctor	6.56
Miner	6.53	Teacher	6.47
Mason	6.38	Engineer	6.33
Farmer	5.51	Student	6.16
Officer worker	5.42	Architect	6.07
Doctor	5.02	Manager	6.03
Company director	4.89	Farmer	6.02
Merchant	4.71	Journalist	5.98
Delegate	4.70	Self-employed	5.88
Manufacturer	4.53	Cooker	5.78
Self-employed	4.51	Factory worker	5.77
Lawyer	4.49	Mason	5.76
Teacher	4.31	Being a mother/father	5.74
Restaurant director	4.11	Delegate	5.65
Architect	4.01	Police man	5.61
Journalist	3.52	Driver	5.58
Model	2.71	Artist	5.57
Actor	2.37	Merchant	5.52
Political	2.24	Housekeeper	5.50
Football player	2.18	Waitress	5.33
Artist	1.87	Shop worker	5.13
Take care of children	1.52	Body guard	5.08
Have a walk	1.22	Football player	4.59
Cook for friends	1.19	Political	4.51
Climb stairs	1.15	Take a walk	4.13
Take the bus	1.10	Cook for friends	4.05

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Read the newspaper	1.10	Watch TV	2.88
Pick flowers	1.09	-	
Watch TV	1.05	-	

For the Hypothesis 1, we found that t-test was significant ($t_{(110)} = -5.587$; $p < .001$), which indicates that teachers consider intellectual activities as more related to work than manual activities. To corroborate these results, through a descriptive frequencies analysis we were able to see that some of the activities more classified, by the teachers, as good examples of work, were professions such as: Professor ($M = 6.55$; $SD = 0.809$), Doctor ($M = 6.53$; $SD = 0.751$), and Engineer ($M = 6.33$; $SD = 0.869$). Although the teachers gave more classified intellectual activities as more related to good examples of work, manual activities were also well classified: farmer ($M = 6.15$; $SD = 1.218$), housekeeper ($M = 6.04$; $SD = 4.948$). The activities less well classified included take a walk ($M = 3.40$; $SD = 2.239$) and watch tv ($M = 2.31$; $SD = 1.723$).

Related to the hypotheses 2 and 3, through the same method to compare both groups (see Table 2), our results showed, for hypothesis 2, no statistically significant differences in the groups ($t_{(194)} = 0.564$; $p = .571$) concluding that there are no differences in age, in terms of classifying work with contractual words. In the opposite side, there are some significant differences regarding hypothesis 3 ($t_{(194)} = 1.780$; $p = .03 < \text{sig } .05$), and we can conclude that participants with lower salaries define work as more related to contractual aspects that participants with better salaries.

Table 2. *Frequencies, means and standard deviations of the responses in the category of contractual characteristics, in the two classes of age and in the two classes of salary.*

Classes		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Age	<=35	38	1.63	1.149	0.564	.571
	>=36	156	1.51	1.167		
Salary	<=800	73	1.73	1.158	1.798	.03
	>800	121	1.42	1.153		

Second study

To assess the psychometric characteristics of the Portuguese version of *Inventaire du Sens du Travail-IST*, an Exploratory Factor Analysis was performed, with a Principal Component Analysis, with Varimax Rotation, extracting 2 factors. We exclude 4 items from the scale, since the it represented below .40 (“I don’t clearly see the meaning of my current work”; “Do not work would not affect the vision I have of my life as a whole”; “I don’t really understand what my work accomplishes”; “I often think I don’t know where I’m going in my job”).

With a 16-items scale (see Table 3), the Cronbach’s alpha for the scale was .82. Reliability coefficients higher than .70 were considered acceptable for composite and convergent reliability (Hair, Black, Badin, & Anderson, 2009). For the factor 1, we defined as *Positive Characteristics of Work* (PW) (Cronbach's $\alpha = .85$), and the factor 2 was defined as *Negative Characteristics of Work* (NW) (Cronbach's $\alpha = .72$). Also, convergent reliability was considered significant at a $p < .001$ level, were items within factors were also correlated. This Model with 2 dimensions explained 73.65 percent of the variance of the data. The results from Keiser-Meyer-Olkin Measure showed that the sampling is adequate for the adjustment of the data ($t_{(116)} = .803; p < .001$).

Table 3. *IST 16-item scale - Portuguese version of the scale: means, standard-deviations and two-dimensions of the scale (Positive Characteristics of Work and Negative Characteristics of Work).*

	<i>M</i>	<i>SD</i>	PW	NW
5. I find my job rewarding from a personal point of view.	5.85	1.246	.594	.289
1. I understand the value of my work.	6.50	0.982	.628	.158
20. My work brings a vital dimension to my life.	6.02	1.345	.722	-.062
15. My current job gives meaning to my life.	5.81	1.357	.602	.213
16. My work is not at all absurd.	6.45	1.160	.675	.107
22. The goals I have to achieve in my job are challenging and meaningful.	5.97	1.392	.695	.276
12. My work has a clear and specific direction.	6.29	1.251	.736	.201
2. I know what the goals of my work are	6.47	1.034	.745	.168
8. I have understood what is the function of my work.	6.10	1.435	.555	.036
26. <i>I'm not sure what I must do to have my work be considered successful.</i>	6.02	1.465	.324	.539
9. <i>My work brings very little of my life.</i>	6.28	1.437	.114	.682

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

<i>13. My job doesn't help me have truly clear life prospects.</i>	5.02	2.188	-.022	.561
<i>14. I don't really understand what my work accomplishes.</i>	5.62	1.881	-.258	.665
<i>10. I sometimes think my work is not very useful.</i>	5.59	1.955	.370	.453
<i>18. I don't understand what effect my work has on the world or society.</i>	6.44	1.307	.031	.637
<i>17. I frequently don't understand the purpose of my work.</i>	6.47	1.233	.158	.607

Italicized items are negatively worded.

Psychometric characteristics were also analyzed in predicting variables, social justice and social values dimensions. Considering reliability in social justice, procedural justice presented an $\alpha = 0.94$, and distributive justice presented an $\alpha = 0.95$. Regarding social values, self-transcendence values (STV) presented an $\alpha = 0.68$, and conservation values (CV), $\alpha = 0.61$.

Now regarding correlation between the variables, in Table 4 we can see that both dimensions of social justice and both dimensions of social values are correlated with PW and NW. In general, were found low correlations between the dimensions of MOW and the predictive variables. PJ and STV presented better correlations with PW, comparing to the correlations of these variables with NW. Also, CV presented a negative correlation with NW.

Table 4. Correlations between the two dimensions of MOW (PW and NW) and the predictor variables DJ, PJ, STV, and CV.

	Min	Max	M	SD	PW	NW
DJ	1	6	2.21	0.93	.16	.14
PJ	1	6	3.39	1.02	.33**	.26**
STV	1	7	3.69	0.44	.36**	.16*
CV	1	7	3.51	0.70	.18	-.16**

PW – Positive Characteristics of Work; NW – Negative Characteristics of Work; DJ – Distributive Justice; PJ – Procedural Justice; STV – Self-transcendence Values; Conservation Values. ** $p < 0.001$; * $p = 0.002$ ($p < 0.05$)

Both models explained the variance of these variables. For PW, 22% of the variance of this dimension is explained by the model composed by predictor variables (DJ, PJ, STV, CV) ($\Delta R^2 = .22$, $F_{(117)} = 9.167$, $p < .001$), and for NW, the predictors explained 17% of the variance of these dimensions ($\Delta R^2 = .17$, $F_{(116)} = 7.073$, $p < .001$).

With the statistical hypotheses testing, we were able to find that hypotheses 4 and 6 were corroborated, concluding that, a more positive perception of teachers about PJ in their workplace, leads to a better perception of both MOW's dimensions, PW ($F_{(117)} = 3.057; p < .001$), and NW ($F_{(117)} = 3.768; p < .001$). Also, the higher teachers endorse the self-transcendent values, the better the MOW perception, in the PW ($F_{(117)} = 4.407; p < .001$) and NW ($F_{(117)} = 3.131; p = .002$) dimensions.

Our results also showed that hypotheses 5 and 7 were not corroborated, not presenting statistical significance. Therefore, a better perception of teachers about DJ in their workplace, has no impact on the perception of MOW, in the dimensions PW ($F_{(117)} = -1.337; p = .184$) and NW ($F_{(117)} = -0.869; p = .387$). Ultimately, although the conservative values are statistically significant and correlated with the NW ($F_{(117)} = -3.848; p < 0.001$), in the PW dimension these results are not verified ($F_{(117)} = -0.579; p = .564$), therefore the hypothesis cannot be corroborated.

6. Discussion

First study

One of our main goals with this study was to understand what were the SRW in workers of a Portuguese school in Mozambique, and if we could find different patterns of responses about SRW, according to salary, age, nationality, profession and qualifications.

Our results suggest that, nevertheless we have words as “remuneration” and “subsistence” as two of the most related to “work”, which corroborates the previous studies defending remuneration is an important dimension of SRW (Bérud, Clémence, & Meyer, 1985; Grize, Vergès, & Salem, 1987; Flament, 1994), we also have other words, such as “responsibility”, “commitment”, “positive emotions”, “schedule”, “occupation”, “sharing”, and going in line with Salmaso & Pombeni study (1986), defending remuneration is important, but personal and contractual aspects are also major aspects of SRW (Salmaso & Pombeni, 1986; Lawler & Porter, 1963; Stumpft & Tymon, 2012; Diener, Louis, & Shigehiro, 2013).

Even so, some differences found between the social-demographic groups were somehow related to salary. Participants with lower salaries classified work as more related

to contractual characteristics, and participants with better salaries associated more work with words as “personal relations”, “success”. Furthermore, through the Descending Hierarchical Classification, we could conclude that participants with salaries higher than 800 euros connect work with some words representing personal aspects, such as “love”, “success”, “accomplishment”. These results are also consistent with previous research. Comparing our results with Flament's (1994), both studies are in line, once that economic compensation/remuneration is considered as something strictly necessary for social representation of work, being pleasure something desirable in the work, but not a necessity.

Regarding to what is and what is not a good example of work, our results showed that, in the case of teachers, instead of manual work being the prototype image of work, as had occurred in Salmaso and Pombeni study (1986), the prototype image of work was more related to intellectual activities, as we expected. In fact, not only considering teachers, but all the sample ($N = 194$), if we check the scores of responses regarding the different activities, presented in Table 1, we can see that the five activities with higher scores were Doctor, Teacher, Engineer, Student and Architect. Farmer, Factory worker and Mason, for example, also had high scores, although were below these first ones. This result in our research can be, in part, related to the fact that, nowadays, educational qualification appears to define the main dimension prestige across cultures and generations (Hauser & Warren, 1997).

Despite the differences, our results showed consistency when compared to Salmaso and Pombeni's study (1986), concerning activities not considered as work (e.g., take a walk, cook for friends, watch tv), once it can be seen as leisure activities. Also, a curious pattern was found in the scores attached to political, that was considered one of the worst examples of work, comparing to the other activities, in both studies. It can be explained by the dissatisfaction with the politics in Mozambique. A wave of complaints remains in Mozambique, since Mozambicans believe that the government underestimate the situation of the country, and according the Political Risk Index, Mozambique appears as one of the countries with the highest political risk (Country Watch, 2018). These findings are in line with the notion that the socio-economic context of the country also influences SRW (Negura, 2005). According to the author, the movement of dissatisfaction with the work of may 1968, related also to dissatisfaction with political decisions, had a significant impact on the working values (Negura, 2005). Likewise, the

wave of discontentment and insecurity experienced in Mozambique may also be related to the social representations of work, and politics have less credibility.

Second study

The main goal of this study was to see if some dimensions of social values, procedural justice and distributive justice could predict the responses of MOW. The results of our predictive model hypothesized that the perceptions of procedural justice and distributive justice in the Portuguese School of Mozambique influence the responses of teachers about MOW dimensions. The results lead to the conclusion that procedural justice had, in fact, influence in the perception of meaning of work, although distributive justice has shown no influence in the responses. Therefore, we can suggest that, in the universe of teachers of this school, the meaning of work it's not influenced by the perception of the fairness in the resources' divisibility, but it's influenced by the decision-making processes. These results can be related to the fact that procedural justice is found to be more positively related to positive attitudes towards work, even when outcome fairness (distributive justice) is relatively low (Brockner & Wiesenfeld, 1996).

Finally, regarding social values, our results corroborated the results of Ros, Schwarz and Surkiss (1999). On one hand, self-transcendence values had an influence on both meaning of work dimensions, leading to conclusion that the more participants were understanding, appreciative, tolerant, protective, and have enhancement of the welfare of people, the more positively they classified the meaning of work. Elseways, although conservative values did not present any relation with the Positive Characteristics of MOW, it presented a correlation with the Negative Characteristics, which means that the more participants endorsed values of tradition, conformity and security, the more they gave importance to the negative aspects of MOW, such as not understand what their work accomplishes, for example.

Limitations

Considering general limitations for both *first* and *second* studies, we have to firstly consider that this sample represents a particular universe, and the results found cannot be generalized to the rest of the population residing in Mozambique, nor to the entire universe of teachers in Mozambique.

Other limitations are presented in the *second study*. Regarding the Portuguese version of *IST* inventory, we one performed a simple exploratory analysis, so it's important to underline that our results' interpretation should consider this constraint.

Second and lastly, in the reliability of PVQ, more specifically the questions related to the dimensions analyzed in this study, were lower than expected, although the overall reliability of PVQ was considered good.

Theoretical and practical implications

The development of this research, in both studies, prized by empirical innovation.

Fistly, because these concepts and its relationship were not previously studied or were studied far in time. Secondly, this research was applied in an African context.

Nowadays, are still few studies about the SRW, due to the dominant models of research in social psychology (Valentim, 2013). In that sense, our *first study* can be empirically relevant to bring again this subject and to develop new studies which can contribute to the scientific community. Besides that, the use of new platforms of data analysis Iramuteq, specialized for the study of social representations (Camargo & Justo, 2013), can bring new information to the study of this subject.

Also, the exploratory analysis and validation regarding the Portuguese version of *IST* (Arnoux-Nicolas et al., 2017), is also a positive implication of our *second study*, for the study of the concept Meaning of Work. With the changes in socioeconomic environment and workplace, the meaning of work emerged as crucial to understand career constructs. Besides, the focus on the concept it is gaining thought in the field of personnel psychology (Bernaud, 2013; Bernaud, Lhotellier, Sovet, Arnoux-Nicolas, & Pelayo, 2016). Also, the two dimensions found are aligned with the results of Demirkasimoglu (2015) were the authors advocated that “working” is a multidimensional concept with both negative and positive sides, considering the psychological terms.

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Being the Meaning of Work considered central for a career construction and career counseling practices (Bernaud, 2013), this study can be useful to understand the relationship between the construct and other variables, and how this relationship can have an impact in human resources practices.

With our study, we were able to comprise that the meaning of work is distinct for individuals with different values (e.g., an individual with more conservation values, give more importance to some characteristics of MOW, and an individual with more self-transcendent values give more importance to another characteristics).

Furthermore, understanding that procedural justice influence meaning of work, and being the meaning of work a predictor of job satisfaction and health (Morin, 2008; Steger et al., 2012), could be important to pay more attention to the decision-making processes in the workplace. For example, some studies (e.g., Akuoko, Dwumah, and Ansong, 2012; Irawanto, 2015; Kuyea and Sulaimonb, 2011), revealed that employee involvement in decision-making processes have impact on workers commitment and performances, specially when managers involve employees in decision-making processes that can affect the workers and the whole organization.

7. References

- Abric, J. C. (2003). Larecherche du nuyau central et de la zone muette des représentations sociales. In J. C. Abric (Ed.), *Méthodes d'étude des représentations sociales* (pp. 59-80). Ramonville Sant-Agne, France: Érès.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed), *Advances in Experimental social psychology* (pp. 267 - 299). New York: Academic press.
- Akuoko, K. O., Dwumah, P., & Ansong, F. (2012). Employee involvement in decision making and workers' performance in selected organizations in Ashanti region of Ghana. *International Journal of Multidisciplinary Management Studies*, 2 (6), 11-23. Retrieved from: www.zenithresearch.org.in.
- Antunes, R., & Alves, G. (2004). As mutações no mundo do trabalho na era da mundialização do capital. *Educação Social*, 25, 335-351. Retrieved from: <https://www.cedes.unicamp.br/>.
- Arnoux-Nicolas, C., Sovet, L., Lhotellier, L., & Bernaud, J. L. (2016). Development and validation of the meaning of work questionnaire. *International Journal for Educational and Vocational Guidance*, 1, 1-21. doi: 10.1007/s10775-016-9323-0.
- Baggio, S., & Sutter, P. E. (2015). La représentation sociale du travail: pensée positivement par 66% des salariés [PDF]. Retrieved from: <https://www.mars-lab.com/wp-content/uploads/2015/06/La-valeur-travail.pdf>.
- Bernaud, J. L. (2013). Le “sens” de la vie comme paradigme pour le conseil en orientation: meaning of life as a paradigm for career counseling. *Psychologie franc, aise*, 61, 61–72. doi: 10.1016/j.psfr.2013.06.004.
- Bernaud, J. L., Lhotellier, L., Sovet, L., Arnoux-Nicolas, C., & Pelayo, F. (2016). *Psychologie de l'accompagnement: concepts et outils pour developper le sens de la vie*

- et du travail. *L'orientation scolaire et professionnelle*, 44, 1-4. Retrieved from: <http://journals.openedition.org/osp/4758>.
- Bérud, G., Clémence, A., & Meyer, G. (1985). Les apprentis: image de soi et images du monde. *Revue Suisse de Sociologie*, 1, 73-84.
- Bloom, M. (1999). The performance effects of pay dispersion on individuals and organizations. *Academy of Management Journal*, 42, 25-40. doi: <http://dx.doi.org/10.2307/256872>.
- Borges, L. O. (1997). Os atributos e a medida do significado do trabalho. *Psicologia: Teoria e Pesquisa*, 13, 211-221.
- Brockner, J. and Wiesenfeld, B.M. (1996) An integrative framework for explaining reactions to decisions: Interactive effects of outcomes and procedures. *Psychological Bulletin*, 120, 189-208. <http://dx.doi.org/10.1037/0033-2909.120.2.189>.
- Camargo, B. V., & Justo, A. M. (2013). R Interface for multidimensional analysis of texts and questionnaires [PDF]. Retrieved from: http://iramuteq.org/documentation/fichiers/IRaMuTeQ%20Tutorial%20translated%20to%20English_17.03.2016.pdf.
- Chernyak-Hai, L., & Tziner, A. (2016). The “I believe” and “I invest” of work-family balance: The indirect influences of personal values and work engagement via perceived organizational climate and workplace burnout. *Journal of Work and Organizational Psychology*, 32, 1-10. doi: dx.doi.org/10.1016/j.rpto.2015.11.004.
- Cieciuch, J., Schwartz, S. H., & Vecchione, M. (2013). Applying the refined values theory to past data: What can researchers gain? *Journal of Cross-Cultural Psychology*, 44 (8), 1215 – 1234. doi: 10.1186.9287.
- Clémence, A. (1998). Le travail dans la pensée quotidienne. In M. Hunyadi, & M. Manz (Eds.), *Le travail réfiguré*. Paris: Georg Editor.

- Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational behavior and human decision processes*, *86*(2), 278-321. doi: 10.1006/obhd.2001.2958.
- Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson, M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology*, *98*(2), 199. doi: <http://dx.doi.org/10.1037/a0031757>.
- Country Watch (2018). Mozambique: 2018 Country Review [PDF]. Retrieved from: <http://www.countrywatch.com/home>.
- Cunha, M., Rego, A., Cunha, R., & Cabral-Cardoso, C. (2007). Justiça: o pão e as rosas. *Manual de comportamento organizacional e gestão* (pp 277-302). Lisboa: Editora RH.
- DeCarlo, L. T. (1997). On the meaning and use of kurtosis. *Psychological methods*, *2*(3), 292-307.
- Deschamps, J. C. (2003). Analyse de correspondances et variations des contenus des représentations sociales. In J. C. Abric (Ed.), *Méthodes d'étude des représentations sociales* (pp. 179-200). France: Erès.
- Demirkasimoglu, N. (2017). The meaning of work in teachers' lives: a qualitative study. *The Anthropologist*, *22*, 412-423. doi: 10.1080/09720073.2015.11891894.
- Deutsch, M. (1975). Equity, equality and need: what determines which value will be used as the basic of distributive justice? *Journal of Social Issues*, *31*, 137-149. doi: <http://dx.doi.org/10.1111/j.1540-4560.1975.tb01000.x>.
- Diener, E., Louis, T., & Shigehiro, O. (2013). Rising income and subjective well-being of nations. *Journal of personality and social psychology*, *104*, 267-276. Retrieved from: <https://www.apa.org/pubs/journals/releases/psp-104-2-267.pdf>.

- Elster, J. (1992). *Local justice: How institutions allocate scarce goods and necessary burdens*. Russell Sage Foundation.
- European Commission (2012). *New skills and jobs in Europe: Pathways towards full employment*. Luxembourg: Office for Official Publications of the European Communities.
- Fernandes, S. F., Gonçalves, C. M., & Oliveira, P. J. (2012). Adaptação e validação da escala de significados atribuídos ao trabalho – ESAT. *Revista Brasileira de Orientação Profissional*, 13, 183-195. Retrieved from: <https://repositorio-aberto.up.pt/bitstream/10216/65237/2/88048.pdf>.
- Fidell, S., Tabachnick, B., Mestre, V., & Fidell, L. (2013). Aircraft noise-induced awakenings are more reasonably predicted from relative than from absolute sound exposure levels. *The Journal of the Acoustical Society of America*, 134(5), 3645-3653. doi: <https://doi.org/10.1121/1.4823838>.
- Flament, C. (1994). Le plaisir et la remuneration dans la representation sociale du travail. *Les Cahiers Internationaux de Psychologie Sociale*, 23, 61-69.
- Flament, C. (1996). Les valeurs du travail, psychologie des représentations sociales comme observatoire d'un changement historique. In J.C. Abric (Ed.), *Exclusion sociale, insertion et prevention* (pp. 113-124). Aix-en-Provence: ÉRÈS.
- Flament, C., & Rouquette, M. L. (2003). Anatomie des idées ordinaires. *Comment étudier les représentations sociales*. Paris: Armand Colin.
- Frankl Viktor, E. (1967). *Psychoterapy and Existentialism: Selected Pa-pers on Logotherapy*.
- Greenberg, J., & Cohen, R. L (2014). In J. Greenberg & R. L. Cohen (Eds.), *Equity and justice in social behavior*. Academic Press.

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

- Grize, J. B., Vergès, P., & Salem, A. (1987). *Salariés face aux nouvelles technologies, vers une approche sociologique des représentations sociales*. Paris: CNRS, 1987.
- Hackman, J., & Oldhman, G. (1975). Development of job diagnostic survey. *Journal of Applied Psychology*, *60*(2), 159-170.
- Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E. (2009). *Multivariate Data Analysis* (7th ed). Upper Saddle River: Prentice Hall.
- Hauser, Robert M., & Warren, J. R. (1997). Socioeconomic Indexes for Occupations: A Review, Update, and Critique. *Sociological Methodology* *27*(1), 177-298.
- Hay, A. M. (1995). Concepts of equity, fairness and justice in geographical studies. In A. M. Hay (Eds.), *Transactions of the Institute of British Geographers* (pp. 500-508).
- Helkama, K., Myyry, L., Silfver-Kuhlampi, M., Petkova, K., & Valentim, J. P. (2018). Value priorities, empathy and guilt in Finland, Bulgaria and Portugal. In K. Helkama (Ed.), *Values, knowledge and morality* (pp. 31-44). Helsinki: Publications of the Faculty of Social Sciences, University of Helsinki.
- International Labour Organization (2017). *World Employment and Social Outlook 2017: Sustainable enterprises and jobs: Formal enterprises and decent work*. Geneva: International Labour Office.
- Irawanto, D. W. (2015). Employee participation in decision-making: evidence from a state-owned enterprise in Indonesia. *Management Journal of Contemporary Management Issues*, *20*(1), 159-172.
- Jahoda, M. (1982). *Employment and unemployment: A social-psychological analysis*. Cambridge: Cambridge University Press.
- Jost, J. T., & Kay, A. (2010). Social justice: history, theory, and Research. In S. T. Fiske, D. T. Gilbert, & G. Lindzey, (Eds), *Handbook of Social Psychology*. doi: 10.1002/9780470561119.

- Knafo, A., & Sagiv, L. (2004). Values and work environment: Mapping 32 occupations. *European Journal of Psychology of Education, 19*(3), 255-273. Retrieved from: <https://link.springer.com/content/pdf/10.1007%2FBF03173223.pdf>.
- Kuyea, O. L., & Sulaimonb, A. A. (2011). Employee involvement in decision making and firms performance in the manufacturing sector in Nigeria. *Serbian Journal of Management, 6* (1), 1 – 15. Retrieved from: http://www.sjm06.com/SJM%20ISSN1452-4864/6_1_2011_May_1-121/6_1_1-15.pdf.
- László, J. (1997). Narrative organization of social representation. *Papers on social representations, 6*, 155-172.
- Laureano, R. M. (2011). Testes de hipóteses com o SPSS: o meu manual de consulta rápida. Edições Sílabo.
- Lawler, E. E., & Porter, L. W. (1963). Perceptions regarding management compensation. *Industrial relations, 3*, 41-49.
- Lee, Y., Shin, H. Y., Park, J., Kim, W., & Cho, D. (2017). An integrative literature review on employee engagement in the field of human resource development: exploring where we are and where we should go. *Asia Pacific Education Review, 18*(4), 541-557.
- Leventhal, G. S. (1976). The distribution of rewards and resources in groups and organizations. In L. Berkowitz & W. Walster (Eds.), *Advances in experimental social psychology* (pp. 91–131). New York: Academic Press.
- Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationship. In K. J. Gergen, M. S. Greenberg, & R. H. Willis (Eds.), *Social exchange: Advances in theory and research* (pp. 27–55). New York: Plenum.

- Lichtenstein, S., Lichtenstein, G., & Higgs, M. (2017). Personal values at work: a mixed-methods study of executives' strategic decision-making. *Journal of General Management, 43*, 15-23.
- Mamontoff, A. M. (2008). Dynamique de la fonction identitaire des représentations sociales dans le cas d'une rencontre entre deux cultures. *Anuario de psicología, 39*(2).
- Maques, T. I. P. (2010). Percepções em contexto de trabalho: práticas de GRH, justiça organizacional e comportamento político (Master Dissertation). ISCTE-IUL:Lisbon.
- Marquez, E., Friemel, E., & Rouquette, M. L. (2005). Valores del trabajo y representaciones sociales: un estudio exploratorio. *Trayectorias - Revista de Ciencias Sociales, 18*, 17-32.
- Menezes, M. A. P., Klebis, A. B. S. O., Gebran, R. A. (2017). O papel das representações sociais na construção da identidade docente. *Colloquium Humanarum, 14*, 86-96. doi: 10.5747/ch.2017.v14.n1.h297
- Miller, D. (1999). Principles of social justice. Harvard University Press.
- MLGTS Legal Circle (2018). Doing Business: reforming to create jobs [PDF]. Retrieved from: <http://www.doingbusiness.org/~media/wbg/doingbusiness/documents/profiles/country/moz.pdf>.
- Mora, M., (2002). La teoria de las representaciones sociales de Serge Moscovici. *Anthenea Digital, 2*, 1-25.
- Morin, E. M. (2001). Os sentidos do trabalho. *Revista de Administração de Empresas, 41*(3), 8-19.
- Morin, E. M. (2008). *The meaning of work, mental health and organizational commitment*. Institut de recherche en santé et en sécurité du travail du Québec.
- Morse, N. C., & Weiss, R. S. (1955). The Function and Meaning of Work and the Job. *American Sociological Review, 20*(2), 191. doi:10.2307/2088325

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

- Moscovici, S. (1961). *La Psychoanalyse Son Image et Son Public*. P.U.F: Paris.
- Moscovici, S. (1963). Attitudes and opinions. *Annual Review of Psychology*, *14*, 231-260.
- MOW-IRT. (1987). *The meaning of work*. London, UK: Harcourt Brace Jovanovich.
- Muller, R. O., & Hancock, G. R. (2010). Structural equation modeling. In G. R. Hancock, & R. O. Mueller (Eds.), *The reviewer's guide to quantitative methods in the social science* (pp. 371-383). New York: Routledge
- Negura, L. (2005). L'évolution de la représentation sociale du travail dans le contexte de mutations économiques en occident. *Carrièreologie*, *10*, 393-410.
- Oliveira, A. F., & Souza, M. A. (2014). Confiança do empregado na organização: o impacto dos valores pessoais e organizacionais. *Revista Psicologia: Organizações e Trabalho*, *14*, 204-217.
- Overell, Stephen (2009). *The meaning of work*. Presented by The Work Foudation on Behalf of The Good Work Commission, London, UK.
- Rateau, P. (2004). Psychosociological anchoring and structural dynamic of social representations of the heterossexual/homossexual couples. *Swiss Journal of Psychology*, *63*, 42-51.
- Rateau, P., Moliner, P., Guimelli, C., & Abric, J.-C. (2011). *Social representation theory*. In P. A. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 477–497). London: Sage.
- Rifkin, J. (1996). A New Social Contract. *The ANNALS of the American Academy of Political and Social Science*, *544*(1), 16–26. doi:10.1177/0002716296544001002
- Ros, M., Schwartz, S. H., & Surkiss, S. (1999). Basic individual values, work values, and the meaning of work. *Applied psychology*, *48*(1), 49-71.

- Rosenberg, S., & Jones, R. (1972). Ratings of personality trait words on nine semantic properties. *JSAS Catalog of Selected Documents in Psychology*, 2, 466-479.
- Salazar, M. S. (2015). The dilemma of combining positive and negative items in scales. *Psicothema* 2015, 27, 192-199. doi: 10.7334/psicothema2014.266.
- Salmaso, P. & Pombeni, L. (1986). Le concept de travail. In W. Doise & A. Palmonari (Eds). *L'étude des représentations sociales* (pp. 196-205). Neuchâtel: Delachaux et Niestlé.
- Sarid, A. (2016). Integrating leadership constructs into the Schwartz value scale: methodological implications for research. *Journal of Leadership Studies*, 10, 8-17. doi:10.1002/jls.21424.
- Schein, E. H. (1992). *Organizational culture and leadership* (2nd Ed). San Francisco: Jossey-Bass.
- Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work: The Work and Meaning Inventory (WAMI). *Journal of Career Assessment*, 20, 322-337. doi:10.1177/1069072711436160.
- Sonderen, E. V., Sanderman, R., & Coyne, J. C. (2013). Ineffectiveness of reverse wording of questionnaire items: let's learn from cows in the rain. *Plos One*, 8, 1233-1243.
- Stumpf, S. A., & Tymon, W. G. (2012). The effects of objective career success on subsequent subjective career success. *Journal of Vocations Behavior*, 81, 345-353.
- Stouffer, S. A., Suchman, E. A., DeVinney, L. C., Star, S. A., & Williams, R. M., Jr. (1949). *The American soldier: Adjustment during army life* (Vol.1). Princeton, NJ: Princeton University Press.
- Schwartz, S. H., Melech, G., Lehmann, A., Burgess, S., Harris, M., & Owens, V. (2001). Extending the cross-cultural validity of the theory of basic human values with a

- different method of measurement. *Journal of cross-cultural psychology*, 32(5), 519-542.
- Schwartz, S. H. (2003). A proposal for measuring value orientations across nations. In *Questionnaire Development Package of the European Social Survey* (chapter 7, 259-319).
- Schwartz, S. H., & Boehnke, K. (2004). Evaluating the structure of human values with confirmatory factor analysis. *Journal of research in personality*, 38(3), 230-255.
- Sousa, F. H. D., & Vala, J. (1999). Justiça nas organizações: O modelo do valor do grupo e as orientações comportamentais face à mudança. *Psicologia*, 13(1-2), 25-52.
- Tajfel, H. (1982). Psychological conceptions of equity: the present and the future. In P. Fraise (Ed.), *Psychologie de demain* (pp. 149-166). Paris: PUF.
- Thibaut, J.W. and Walker, L. (1975). *Procedural Justice: A Psychological Analysis*. Hillsdale, NJ: Erlbaum.
- Tolfo, S. R., & Piccinini, V. (2007). Sentidos e significados do trabalho: explorando conceitos, variáveis e estudos empíricos brasileiros [PDF]. *Psicologia Social*, 19, 38-46. Retrived from <http://dx.doi.org/10.1590/S0102-71822007000400007>.
- Valentim, J. P., & Helkama, K. (2011). Justiça social: pressupostos e temas organizacionais. In A. D. Gomes (Ed.), *Psicologia das Organizações, do Trabalho e dos Recursos Humanos* (pp. 321- 352). Coimbra: Imprensa da Universidade de Coimbra.
- Valentim, J.P. (2013). What future for social representations? *Psicologia e Saber Social*, 2(2), 158-166. doi: <https://doi.org/10.12957/psi.saber.soc.2013.8790>
- Vergés, P. (2001). L'analyse des representations sociales par questionnaires. *Revue française de sociologie*, 42, 537-561.

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Wagner, W., Duveen, G., Farr, R., Jovchelovitch, S., Lorenzi-Cioldi, F., Marková, I., & Rose, D. (1999). Theory and method of social representations. *Asian Journal of Social Psychology, 2(1)*, 95-125.

World Economic Forum. (2016). The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution. Geneva: World Economic Forum.

8. Appendixes

Appendix A.

Table 5. *Socio-demographic data sample: frequencies and percentage of social-demographic characteristics of the participants (N = 194)*

Factor	N	%
Age	194	100
<=35 years	38	19.6
>=36 years	156	80.4
Gender	194	100
Male	111	42.8
Female	83	57.2
Naturalness	194	100
Portuguese	72	37.1
Mozambican	108	55.7
Others	14	7.2
Nationality	194	100
Portuguese	88	45.4
Mozambican	100	51.5
Others	6	3.1
Profession	194	100
Teacher	110	56.7
Superior Technician	7	3.6
Technical Assistants	20	10.3
Operational technicians	57	29.4
Years of profession	194	100
0-3years	13	6.7
4-9 years	30	15.4
10-19years	73	37.6
20-29years	41	21.1
30 or more	37	19
Qualifications	194	100
To the 9 th grade	29	14.9
To the 12 th grade	38	19.6
To bachelor's degree	74	38.1
Postgraduate studies	25	12.9

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

	Master	26	13.4
	PhD	2	1.0
Salary		194	100
	<800€	73	37.6
	>=800€	121	62.4

Appendix B. Debriefing given at the end of the questionnaire

Caro participante e trabalhador da EMP-CELP,

Agradeço primeiramente a participação no meu estudo e a contribuição mais importante para a realização da minha tese de Mestrado em Psicologia das Organizações, do Trabalho e dos Recursos Humanos.

O meu estudo, intitulado de “Representações Sociais no Trabalho e Papel dos Valores Sociais e da Justiça Social no Significado do Trabalho”, tem dois principais objetivos.

O primeiro é compreender as mudanças nas perceções relativas às representações sociais do trabalho, que têm ocorrido ao longo dos últimos anos, e as diferenças tendo em conta características sociodemográficas. Uma vez que, no contexto da psicologia do trabalho, não existem estudos recentes sobre o que as pessoas pensam ser o trabalho ou não, e, ainda menos, estudos no contexto moçambicano, é importante para mim aplicar o meu estudo ao mesmo.

O segundo objetivo é perceber o que as pessoas sentem relativamente ao trabalho, isto é, o significado do trabalho, e o que pode influenciar essa decisão, como por exemplo, de que maneira os valores humanos e a perceção de justiça no trabalho, pode influenciar a sua relação com o trabalho.

Por esse motivo, é extremamente importante a sua colaboração, e fundamental para a construção de conhecimento em Psicologia Organizacional, do Trabalho e dos Recursos Humanos, em contextos moçambicanos.

Appendix C. Version 1 of the questionnaire used with Operational Assistants and Technical Assistants.

Questionário RST (Cabrita & Valentim, 2018)
versão 1

Caro/a Participante,

Este questionário insere-se nos estudos da minha tese de Mestrado em Psicologia do Trabalho, das Organizações e dos Recursos Humanos que estou a realizar na Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra, sob a orientação científica do Prof. Doutor Joaquim Pires Valentim (jpvalentim@fpce.uc.pt). Pedimos que responda individualmente. As respostas são absolutamente anónimas e confidenciais e os dados serão tratados de modo coletivo. Pedimos que leia atentamente as questões e que responda de acordo com o que pensa e sente, pois não existem respostas certas ou erradas. Agradecemos que responda a TODAS as questões. Se tiver alguma dúvida sobre este estudo, contacte-me por e-mail (avnncabrita@gmail.com).

Agradeço desde já a sua colaboração.

Neste sentido, declaro que:

Aceito participar neste estudo

Não aceito participar neste estudo

Data: ____/____/____

O que caracteriza o trabalho?

Escreva, pelo menos, 5 palavras ou frases curtas que lhe venham espontaneamente à mente quando pensa em **TRABALHO**:

Resposta 1:

_____ Resposta

2: _____ Resposta

3: _____ Resposta

4: _____ Resposta

5: _____ Resposta

_____ Resposta

Para cada uma das respostas que acabou de dar, indique se considera ser uma característica mais negativa ou mais positiva, fazendo um círculo à volta do número que melhor retrata a sua resposta.

Sua resposta 1:

Muito Sobretudo Às vezes positiva Sobretudo Muito

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

negativa negativa às vezes negativa positiva positiva
 1 _____ 2 _____ 3 _____ 4 _____ 5

Sua resposta 2:

Muito Sobretudo Às vezes positiva Sobretudo Muito
 negativa negativa às vezes negativa positiva positiva
 1 _____ 2 _____ 3 _____ 4 _____ 5

Sua resposta 3:

Muito Sobretudo Às vezes positiva Sobretudo Muito
 negativa negativa às vezes negativa positiva positiva
 1 _____ 2 _____ 3 _____ 4 _____ 5

Sua resposta 4:

Muito Sobretudo Às vezes positiva Sobretudo Muito
 negativa negativa às vezes negativa positiva positiva
 1 _____ 2 _____ 3 _____ 4 _____ 5

Sua resposta 5:

Muito Sobretudo Às vezes positiva Sobretudo Muito
 negativa negativa às vezes negativa positiva positiva
 1 _____ 2 _____ 3 _____ 4 _____ 5

De seguida, pedimos que nos diga até que ponto considera que determinadas atividades são, ou não, um bom exemplo do que é o trabalho. Para cada atividade indicada coloque um número à frente que descreva melhor a sua opinião.

Muito mau
exemplo de
trabalho
1

2

3

4

5

6

Muito bom
exemplo de
trabalho
7

Operário				1	2	3	4	5 6 7
Agricultor				1	2	3	4	5 6 7
Pedreiro				1	2	3	4	5 6 7
Motorista				1	2	3	4	5 6 7
Empregada doméstica				1	2	3	4	5 6 7
Comerciante				1	2	3	4	5 6 7
Professor				1	2	3	4	5 6 7
Funcionário				1	2	3	4	5 6 7
Guarda				1	2	3	4	5 6 7
Empregado de loja				1	2	3	4	5 6 7
Cozinheiro				1	2	3	4	5 6 7

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Gestor	1	2	3	4	5	6	7
Servente de mesa	1	2	3	4	5	6	7
Médico	1	2	3	4	5	6	7
Engenheiro	1	2	3	4	5	6	7
Jornalista	1	2	3	4	5	6	7
Arquiteto	1	2	3	4	5	6	7
Político	1	2	3	4	5	6	7
Jogador de futebol	1	2	3	4	5	6	7
Artista	1	2	3	4	5	6	7
Polícia	1	2	3	4	5	6	7
Cozinhar para amigos	1	2	3	4	5	6	7
Ser mãe/pai	1	2	3	4	5	6	7
Caminhar	1	2	3	4	5	6	7
Ver televisão	1	2	3	4	5	6	7
Trabalhar por conta própria	1	2	3	4	5	6	7
Estudar	1	2	3	4	5	6	7

Se preencheu todas as informações anteriores, está a chegar ao fim do questionário. Antes de concluir, pedimos-lhe só que nos faculte alguns dados sobre si:

Idade _____

Sexo (Assinale com um X): Feminino _____ Masculino _____

Naturalidade _____

Nacionalidade _____

Profissão _____

Anos de exercício da profissão _____ Anos de serviço nesta escola _____

Grau de escolaridade (Assinale com um X):

Até ao 4º ano _____ Pós-graduação _____

Até ao 9º ano _____ Mestrado _____

Até ao 12º ano _____ Doutoramento _____

Bacharelato _____ Outro (qual): _____

Licenciatura _____

Coloque um X na categoria que corresponde ao seu salário, em euros:

_____ Até 250€	_____ 701€-850€
_____ 251 - 400€	_____ 851€ ou mais
_____ 401€ - 550€	
_____ 551€ - 700€	

Obrigada mais uma vez pela sua participação!

Appendix D. Version 2 of the questionnaire used with Teachers and Superior Technicians.

Questionário RST (Cabrita & Valentim, 2018)
versão 2

Caro/a Participante,

Este questionário insere-se nos estudos da minha tese de Mestrado em Psicologia do Trabalho, das Organizações e dos Recursos Humanos que estou a realizar na Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra, sob a orientação científica do Prof. Doutor Joaquim Pires Valentim (jpvalentim@fpce.uc.pt). Pedimos que responda individualmente. As respostas são absolutamente anónimas e confidenciais e os dados serão tratados de modo coletivo. Pedimos que leia atentamente as questões e que responda de acordo com o que pensa e sente, pois não existem respostas certas ou erradas. Agradecemos que responda a TODAS as questões. Se tiver alguma dúvida sobre este estudo, contacte-me por e-mail (avnncabrita@gmail.com).

Agradeço desde já a sua colaboração.

Neste sentido, declaro que:

Aceito participar neste estudo

Não aceito participar neste estudo

Data: ____/____/____

O que caracteriza o trabalho?

Escreva, pelo menos, 5 palavras ou frases curtas que lhe venham espontaneamente à mente quando pensa em **TRABALHO**:

Resposta 1:

_____ Resposta

2: _____ Resposta

3: _____ Resposta

4: _____ Resposta

5: _____ Resposta

Para cada uma das respostas que acabou de dar, indique se considera ser uma característica ser mais negativa ou mais positiva, fazendo um círculo à volta do número que melhor retrata a sua resposta.

Sua resposta 1:

Muito negativa	Sobretudo negativa	Às vezes positiva às vezes negativa	Sobretudo positiva	Muito positiva
----------------	--------------------	-------------------------------------	--------------------	----------------

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

1 _____ 2 _____ 3 _____ 4 _____ 5

Sua resposta 2:

Muito negativa	Sobretudo negativa	Às vezes positiva às vezes negativa	Sobretudo positiva	Muito positiva
1 _____	2 _____	3 _____	4 _____	5 _____

Sua resposta 3:

Muito negativa	Sobretudo negativa	Às vezes positiva às vezes negativa	Sobretudo positiva	Muito positiva
1 _____	2 _____	3 _____	4 _____	5 _____

Sua resposta 4:

Muito negativa	Sobretudo negativa	Às vezes positiva às vezes negativa	Sobretudo positiva	Muito positiva
1 _____	2 _____	3 _____	4 _____	5 _____

Sua resposta 5:

Muito negativa	Sobretudo negativa	Às vezes positiva às vezes negativa	Sobretudo positiva	Muito positiva
1 _____	2 _____	3 _____	4 _____	5 _____

De seguida, pedimos que nos diga até que ponto considera que determinadas atividades são, ou não, um bom exemplo de trabalho. Para cada atividade indicada coloque um círculo no número à frente que descreva melhor a sua opinião.

Muito mau
exemplo de
trabalho

1

2

3

4

5

6

Muito bom
exemplo de
trabalho

7

	1	2	3	4	5	6	7				
Operário					1	2	3	4	5	6	7
Agricultor					1	2	3	4	5	6	7
Pedreiro					1	2	3	4	5	6	7
Motorista					1	2	3	4	5	6	7
Empregada doméstica					1	2	3	4	5	6	7
Comerciante					1	2	3	4	5	6	7
Professor					1	2	3	4	5	6	7
Funcionário					1	2	3	4	5	6	7
Guarda					1	2	3	4	5	6	7
Empregado de loja					1	2	3	4	5	6	7
Cozinheiro					1	2	3	4	5	6	7
Gestor					1	2	3	4	5	6	7

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Servente de mesa	1	2	3	4	5	6	7
Médico	1	2	3	4	5	6	7
Engenheiro	1	2	3	4	5	6	7
Jornalista	1	2	3	4	5	6	7
Arquiteto	1	2	3	4	5	6	7
Político	1	2	3	4	5	6	7
Jogador de futebol	1	2	3	4	5	6	7
Artista	1	2	3	4	5	6	7
Polícia	1	2	3	4	5	6	7
Cozinhar para amigos	1	2	3	4	5	6	7
Ser mãe/pai	1	2	3	4	5	6	7
Caminhar	1	2	3	4	5	6	7
Ver televisão	1	2	3	4	5	6	7
Trabalhar por conta própria	1	2	3	4	5	6	7
Estudar	1	2	3	4	5	6	7

Indique agora até que ponto concorda com cada uma das seguintes expressões. Assinale com um círculo as suas respostas, usando a seguinte chave de 1 a 7:

Discordo completamente							Concordo completamente
1	2	3	4	5	6	7	

Considero o meu trabalho recompensador do ponto de vista pessoal.	1	2	3	4	5	6	7
Eu percebo o valor do meu trabalho.	1	2	3	4	5	6	7
O meu trabalho não me ajuda a ter uma visão clara das minhas perspetivas de vida.	1	2	3	4	5	6	7
O trabalho tem uma função vital na minha vida.	1	2	3	4	5	6	7
O meu trabalho atual dá significado à minha vida.	1	2	3	4	5	6	7
O meu trabalho não é, de maneira nenhuma, um absurdo.	1	2	3	4	5	6	7
Eu não vejo claramente qual é o sentido do meu trabalho.	1	2	3	4	5	6	7
Os objetivos que tenho que alcançar no meu trabalho são desafiantes e têm sentido para mim.	1	2	3	4	5	6	7
Eu sei quais são os objetivos do meu trabalho.	1	2	3	4	5	6	7

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Eu não percebo ao certo quais são as minhas conquistas no trabalho.	1	2	3	4	5	6	7
Eu penso frequentemente que não sei qual é o rumo do meu trabalho.	1	2	3	4	5	6	7
O facto de não trabalhar não iria afetar a minha visão sobre a vida como um todo.	1	2	3	4	5	6	7
O meu trabalho tem um propósito claro e específico	1	2	3	4	5	6	7
Por vezes penso que o meu trabalho não é muito útil.	1	2	3	4	5	6	7
Independentemente do que os outros dizem, eu considero que há muitos trabalhos que são absurdos.	1	2	3	4	5	6	7
Eu tenho percebido qual é a função do meu trabalho.	1	2	3	4	5	6	7
Eu não percebo qual é o efeito que o meu trabalho tem no mundo ou na sociedade.	1	2	3	4	5	6	7
Frequentemente não compreendo o propósito do meu trabalho.	1	2	3	4	5	6	7
O meu trabalho tem pouco peso na minha vida.	1	2	3	4	5	6	7
Eu não tenho a certeza do que preciso de fazer para que o meu trabalho seja considerado um sucesso.	1	2	3	4	5	6	7

De seguida, descrevemos brevemente algumas pessoas. Por favor, leia cada descrição e assinale a sua resposta com um círculo, indicando até que ponto é que a pessoa descrita é, ou não, parecida consigo.

	Nada Parecida Comigo	Não é parecida comigo	É um pouco parecida comigo	É um bocadinho como eu	É como eu	É muito parecida comigo
Ter novas ideias e ser criativa/o é importante para ela/e. Ela/e gosta de fazer as coisas à sua maneira, de forma original.	1	2	3	4	5	6
É importante para ela/e ser rica/o. Ela/e quer ter muito dinheiro e coisas caras.	1	2	3	4	5	6
Ela/e pensa que é importante que todas as pessoas no mundo sejam tratadas de forma igual. Ela/e acredita que cada um deve ter oportunidades iguais na vida	1	2	3	4	5	6
É importante para ela/e mostrar as suas capacidades. Ela/e quer que as pessoas admirem aquilo que faz	1	2	3	4	5	6
É importante para ela/e viver num ambiente seguro. Ela/e evita tudo o que possa pôr em perigo a sua segurança.	1	2	3	4	5	6
Ela/e gosta de surpresas e está sempre à procura de novas coisas para fazer. Ela/e acha que é importante fazer uma série de coisas diferentes na vida.	1	2	3	4	5	6
Ela/e acredita que as pessoas devem fazer o que lhes dizem para fazer. Ela/e acha que as pessoas devem seguir regras em qualquer situação, mesmo quando ninguém está a ver.	1	2	3	4	5	6
É importante para ela/e ouvir as pessoas que são diferentes dela/e. Mesmo quando discorda delas, continua a querer compreendê-las.	1	2	3	4	5	6
É importante para ela/e ser humilde e modesta/o. Ela/e procura não chamar a atenção sobre si própria/o.	1	2	3	4	5	6
Saborear os prazeres da vida é importante para ela/e. Ela/e gosta de se mimar a si própria/o.	1	2	3	4	5	6
É importante para ela/e tomar as suas próprias decisões sobre o que faz. Gosta de ser livre e de não ter que depender dos outros.	1	2	3	4	5	6
É muito importante para ela/e ajudar as pessoas à sua volta. Ela/e quer cuidar do bem estar delas.	1	2	3	4	5	6

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Ter muito sucesso é importante para ela/e. Ela/e espera que as pessoas reconheçam o que faz.	1	2	3	4	5	6
É importante para ela/e que o governo assegure a sua segurança contra todas as ameaças. Ela quer que o Estado seja forte para que possa defender os seus cidadãos.	1	2	3	4	5	6
Ela/e procura aventuras e gosta de correr riscos. Ela/e quer ter uma vida entusiasmante.	1	2	3	4	5	6
É importante para ela/e comportar-se sempre de forma correcta. Ela/e quer evitar fazer qualquer coisa que as pessoas possam dizer que é errado.	1	2	3	4	5	6
É importante para ela/e que os outros a/o respeitem. Ela/e quer que as pessoas façam o que ela diz.	1	2	3	4	5	6
É importante para ela/e ser leal aos seus amigos. Ela quer dedicar-se às pessoas que lhe são próximas.	1	2	3	4	5	6
Ela/e acredita fortemente que as pessoas devem proteger a natureza. Cuidar do ambiente é importante para ela/e.	1	2	3	4	5	6
A religião é importante para ela/e. Ela/e procura viver de acordo com as suas convicções religiosas.	1	2	3	4	5	6
Ela/e procura todas as oportunidades que pode para se divertir. Para ela/e é importante fazer coisas que lhe dêem prazer.	1	2	3	4	5	6

Diga até que ponto concorda com cada uma das seguintes afirmações usando esta escala de 1 a 5

Discordo completamente						Concordo completamente
1	2	3	4			5

Todas as pessoas deveriam ser recompensadas da mesma forma.	1	2	3	4	5
Todas as pessoas deveriam ser recompensadas de acordo com o seu contributo.	1	2	3	4	5
Todas as pessoas deveriam ser recompensadas de acordo com as suas necessidades.	1	2	3	4	5

Pedimos agora que assinale com círculo as suas respostas, usando a seguinte chave:

Discordo completamente						Concordo completamente
1	2	3	4			5

Nesta escola sou recompensado de forma justa tendo em conta as responsabilidades que tenho.	1	2	3	4	5
Nesta escola sou recompensado de forma justa tendo em conta a experiência que tenho.	1	2	3	4	5
Nesta escola sou recompensado de forma justa tendo em conta o meu esforço.	1	2	3	4	5
Nesta escola sou recompensado de forma justa tendo em conta o trabalho que faço.	1	2	3	4	5
Nesta escola sou recompensado de forma justa tendo em conta o stress e tensão do meu trabalho.	1	2	3	4	5
Nesta escola existem procedimentos que permitem recolher informação rigorosa para tomar as decisões.	1	2	3	4	5
Nesta escola existem procedimentos que oferecem oportunidades de contestar ou desafiar uma decisão já tomada.	1	2	3	4	5
Nesta escola existem procedimentos para garantir a representação de todas as partes afetadas pela decisão.	1	2	3	4	5

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Nesta escola existem procedimentos com o objetivo de se criarem referenciais, para que as decisões sejam tomadas com consistência.	1	2	3	4	5
Nesta escola existem procedimentos que permitem ouvir as preocupações de todos aqueles que são afetados pelas decisões tomadas.	1	2	3	4	5
Nesta escola existem procedimentos criados para fornecer feedback útil acerca das decisões tomadas e da sua implementação.	1	2	3	4	5
Nesta escola existem procedimentos que permitem requerer clarificações ou informações adicionais sobre as decisões tomadas.	1	2	3	4	5

Se preencheu todas as informações anteriores, está a chegar ao fim do questionário. Antes de concluir, pedimos-lhe só que nos faculte alguns dados sobre si:

Idade _____
 Sexo (Assinale com um X): Feminino _____ Masculino _____
 Naturalidade _____ Nacionalidade _____
 Profissão _____

Caso seja professor, pertence ao quadro português? (Assinale com um X)
 Sim _____ Não _____

Caso pertença ao quadro português, encontra-se em (Assinale com um X):
 Mobilidade _____ Licença sem Vencimento _____ Contrato local _____

Anos de exercício da profissão _____ Anos de serviço nesta escola _____
 Grau de escolaridade (Assinale com um X):
 Bacharelato _____ Mestrado _____
 Licenciatura _____ Doutoramento _____
 Pós-graduação _____ Outro(qual) _____

Coloque um X na categoria que corresponde ao seu salário, em euros (Assinale com um x):

_____ 1000 – 1350€	_____ 1751€ -2000€
_____ 1351 - 1550€	_____ 2001€-4000€
_____ 1551€ -1750€	_____ A partir de 4001€

Obrigada mais uma vez pela sua participação!

Appendix E.

Table 6. *Similarity categorization of words and expressions*

Comunicação	Comunicação; Diálogo
Trabalho em equipa	Trabalho de equipa; Trabalho em equipa; Equipa; Participação.
Relações pessoais	Relacionamentos; Relações; Relações pessoais; Integração.
Participação	Participação; Dar opinião.
Entreajuda	Ensinar aos colegas; Ensinar os colegas; Ajuda; Ajudar; Colaboração; Aconselhamento; Reciprocidade.
Socialização	Socialização; Conveniência; Convívio.
Cooperação	Cooperação; Apoio.
Gestão	Gestão; Gestão de pessoas.
Escola	Estudo; Alunos; Escola; Aulas; Avaliação; Ensino.
Empenho	Dedicação; Empenho; Esforço.
Eficiência	Eficiência;

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

	Eficácia; Competência; Bom desempenho; Brilho; Brio.
Conhecimento	Conhecimento; Saber
Segurança	Seguro; Segurança; Conforto.
Remuneração	Remuneração; Riqueza; Salário; Planos com dinheiro; Recompensa; Incentivo.
Subsistência	Sustento; Dependência; Independência financeira; Subsistência; Sobrevivência.
Execução de tarefas	Execução; Ritmo; Produção; Tarefas; Movimento;
Horário	Horário; Horários; Pontualidade; Assiduidade.
Ocupação	Atividade; Função; Trabalho; Ocupação.
Deveres	Dever; Deveres; Prazos; Metas; Regas.

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Formação	Formação; Formação Social.
Planeamento	Plano; Planeamento; Programa.
Exercício da profissão	Exercitação; Exercício; Exercício da profissão.
Profissão	Cargo; Profissão.
Rotina	Deslocação; Acordar cedo; Marcar o cartão; Rotina.
Posto de trabalho	Posto de trabalho; Local de trabalho.
Metodologia	Metodologia; Estratégia.
Responsabilidade social	Responsabilidade social; Luta contra a pobreza; Construir.
Direitos humanos	Direitos; Escravidão; Racismo; Religião; Humanidade;
Realização pessoal	Realização pessoal; Crescimento pessoal; Gratificação;
Evolução	Desenvolvimento; Transformação; Evolução; Prosperidade; Conhecimento.
Sacrifício	Resiliência; Sacrifício.
Investimento pessoal	Adaptação; Superação;

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

	Entrega; Investimento.
Emoções positivas	Emoção; Satisfação; Alegria; Entusiasmo; Otimismo; Felicidade; Animação; Energia.
Saúde	Bem-estar; Saúde; Saúde mental; Doença.
Aprendizagem	Aprendizagem; Aprender.
Autoestima	Confiança; Autoestima.
Gosto pelo trabalho	Gosto; Gosto pelo trabalho
Sentimentos	Sentimentos; Sentimento.
Problemas	Pressão; Problemas; Dificuldades; Preocupações;
Características pessoais	Caráter; Personalidade
Amabilidade	Bondade; Amabilidade; Atenciosidade.
Profissionalismo	Profissionalismo; Profissional; Ética; Seriiedade.

Appendix F.

Table 7. *Categorization of words in personal, contractual and social aspects, based on similarity of words*

Aspectos Pessoais	Aspectos contractuais	Aspectos sociais
Alívio	Burocracia	Agitação
Ambição	Cautela	Amabilidade
Amor	Compensação	Ambiente
Ansiedade	Condições	Amizade
Amabilidade	Coordenação	Aprendizagem
Aprendizagem	Correção	Atensiosidade
Atitude	Cumprimento	Bom ambiente
Autoestima	Deveres	Cidadania
Bem estar	Disciplina	Comportamentos
Bom	Empenho	Compromisso
Cansaço	Escola	Comunicação
Capacidade	Execução de tarefas	Conhecimento
Caraterísticas pessoais	Exercício da profissão	Contribuição pessoal
Conhecimento	Fazer	Cooperação
Consumo	Gestão	Credibilidade
Controlo	Hierarquia	Crescimento
Crescimento	Horário	Crianças
Criação	Insubsistência	Cultura
Criatividade	Metas	Diferença
Desafio	Metodologia	Dignidade
Descanso	Missão	Dinamismo
Desejo	Monotonia	Direitos humanos
Desempenho	Natureza da tarefa	Disponibilidade
Desenvolvimento	Objetividade	Diversão
Determinação	Objetivos	Educação
Dignidade	Obrigaçao	Educação dos filhos
Dinamismo	Ocupação	Empatia
Domínio	Organização	Entreajuda
Educação	Permanente	Escravidão

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

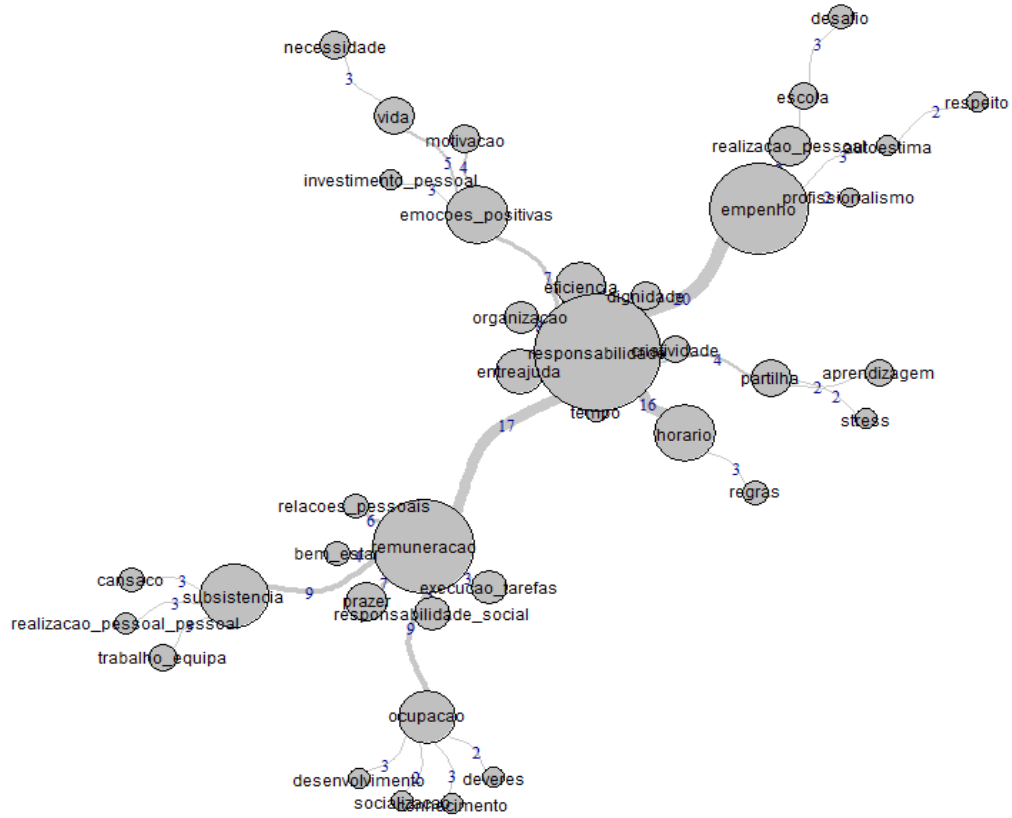
Eficiência	Planeamento de tarefas	Estimulação
Emoções positivas	Posto de trabalho	Ética
Empenho	Preparação	Formação
Empreendedorismo	Pressão	Gestão
Estabilidade	Produtividade	Harmonia
Evolução	Profissão	Honestidade
Excelente	Profissionalismo	Honra
Experiência	Regras	Humildade
Fadiga	Remuneração	Identificação com o trabalho
Força	Responsabilidade	Inesperado
Forma de expressão	Resultados	Interação
Gosto pelo trabalho	Rigor	Lealdade
Identidade	Rotina	Lealdade
Importante	Sacrifício	Liderança
Indispensável	Serviço	Língua
Inovação	Sistematização	Ouvir
Interessante	Subsistência	Participação
Investimento pessoal	Tempo	Partilha
Liberdade	Trabalho	Ponderação
Limites	Útil	Problemas
Melhoria de vida	Visão do trabalho	Propor
Motivação	Vocação	Reconhecimento
Não cerceado		Relações pessoais
Necessidade		Representação
Objetividade		Respeito
Objetivos		Responsabilidade
Obrigaçã		Responsabilidade social
Ocupação		Segurança
Oportunidade		Separação da vida pessoal
Oportuno		Simpatia
Organização		Socialização
Paixão		Solidariedade
Pensamento		Sorrisos

SOCIAL REPRESENTATIONS OF WORK AND MEANING OF WORK

Perfeição	Tolerância
Perfil	Trabalho em equipa
Perseverança	Utilidade
Persistência	Valor
Prazer	Valorização
Preparação	Zelo
Proatividade	
Problemas	
Produtividade	
Profissionalismo	
Progressão	
Progresso	
Projeto	
Pureza	
Realização pessoal	
Reflexão	
Relações pessoais	
Resiliência	
Sacrifício	
Saúde	
Saúde mental	
Segurança	
Sentimentos	
Serviço	
Sufrimento	
Stress	
Sucesso	
Trabalhar com inteligência	
Utilidade	
Vida	
Vitória	
Vontade	

Appendix G.

Figure 3. *Similitude analysis of the words*



Appendix H.

Table 8. Comparative bar chart of frequencies between studies, with the means of the activities, classified in a Likert scale from 1 (very bad example of work) to 7 (very good work example).

